TEACHERS' MANUAL

My Spelling
My Workbook Spelling

REVISED EDITION

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TEACHERS' MANUAL

My Spelling · My Workbook Spelling

Grades Four, Five, and Six

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REVISED EDITION

By

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TEACHERS' MANUAL

In 1943 and 1944, under the authorship of Gerald A. Yoakam and Seward E. Daw, Ginn and Company first published the spelling series *My Spelling* and *My Workbook Spelling*. In 1949 and 1950, after having been carefully revised and brought up to date, these very successful spellers were republished as *My Spelling, Revised Edition*, and *My Workbook Spelling, Revised Edition*. In the revised edition, as in the original edition, *My Spelling* is the spelling textbook and *My Workbook Spelling* is the workbook form. Both series cover the work of seven years, beginning with Grade Two and ending with Grade Eight.

In revising these spelling books, the basal word lists have been simplified somewhat, the lesson stories have been reworded to agree with changes in the word lists and to bring the stories up to date, and the exercises and tests have been revised wherever necessary. In Grades Four through Eight the pages of each dictionary section have been carefully revised to bring them into agreement with the revised word lists. No changes have been made, however, in the purpose or method of the spelling program; nor has the number of words in any basal list been changed.

The unit pictures and the smaller illustrations that accompany the lesson stories are a part of the revised edition, as they were of the original edition. Many of the drawings have been remade to fit the revised stories. A new feature is the use of attractive illustrations on the cover pages of the revised workbooks. Pupils who are strongly visual-minded will find these illustrations a real aid to learning the new words.

The discussion and most of the specific references in the pages that follow refer equally to *My Spelling, Revised Edition*, and to *My Workbook Spelling, Revised Edition*. Therefore, the simple title *My Spelling* will be used generally. Where there is a specific reference to one or the other of the two forms of the series, the manual will make a clear distinction. For example, on certain pages one symbol will be used to indicate items found only in the textbook and another symbol to indicate those found only in the workbook. These symbols are explained on later pages of this manual.

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I. The Nature and Purpose of the Series

My Spelling recognizes that words are first met by the child in oral language, then as symbols which enable him to receive and interpret ideas through reading, and finally as a means of conveying his ideas to others through writing. Spelling thus takes its natural place as one phase of language experience which also includes listening, speaking, and reading. It is never met naturally in an isolated setting. It is, therefore, the authors' belief that spelling should be presented in school as an integral part of language experience, always in its true relation to the other language arts, of which it is a functional part.

My Spelling, in both textbook and workbook forms, is designed to make spelling interesting as an activity and significant to the child. The words that make up the basic list to be studied in each lesson are first presented in a story. Each story is one of a group that is based on a unit of experience centered in child life. The purpose of this unit is to give the pupil the feeling that words are not to be learned as meaningless forms, but rather that they are important and useful tools to be used in receiving and communicating ideas through speaking and writing to others. Spelling is made significant when it is thus linked to other language experiences. Greater success is thereby guaranteed, for meaningful experience is the basis of all genuine learning.

While *My Spelling* shares in the theory that integrated presentation is desirable, it does not support the incidental learning of spelling. Systematic learning and teaching are essential in the mastery of a skill. Neither isolated drill nor purely incidental learning based on chance encounter with words can accomplish the best results. *My Spelling* presents words in a meaningful setting and at a time and place when these words are most likely to be useful. It then provides a series of systematic learning activities by means of which these words may be mastered.

It has been the purpose of the authors of *My Spelling* to present an attractive and teachable series of textbooks and workbooks which will help to make each spelling lesson helpful and interesting to the pupil and will enable the teacher to get maximum results from her efforts.

II. Content and Method

My Spelling is rich in content, and in learning and teaching aids. The stories presenting the words to be learned, the illustrations, the exercises, and the word list are all important. The stories and the illustrations arouse interest and develop and enrich word meanings. The exercises furnish the experiences necessary to the mastery of the form and use of words. The word list constitutes the indispensable framework on which the series is built. The unit organization and the method are also of the greatest importance in aiding teacher and pupils to achieve desired outcomes. If the child learns a good method of work, he will probably spell well. And finally, the dictionary, progress chart, and test materials round out a complete program.

THE WORD LIST

For twenty-five years spelling books have placed their claim to distinction chiefly on the validity of their word lists as established by research. During this period the basic research on spelling vocabularies took place, and the theory that spellers should contain words used in personal and business correspondence was widely accepted. Today all spelling books reflect the findings of this research. *My Spelling* contains a basic word list of 3594 words, a supplementary list of 803 words, or a total writing list of 4397 words. This is a rich spelling list, according to modern standards, but not excessive in its demands upon the ability of children to learn to spell. However, it is not the size of the list, but rather the way in which spelling is learned that secures ultimate success in spelling.

The nucleus from which the word list of *My Spelling* was developed was a composite list of words found in school textbooks by Daw.[1] This study established, however, only the general areas from which the spelling words were to be derived. The checking and cross checking of this list against the basic word lists of Horn,[2] Thorn-

[1]Seward E. Daw. "A Controlled Vocabulary for the Middle Grades," *University of Pittsburgh Bulletin*, Vol. XVI, 1940, pp. 76–84.

[2]Ernest Horn. *A Basic Writing Vocabulary*, University of Iowa Monographs in Education, First Series, No. 4. College of Education, University of Iowa, Iowa City, 1926.

dike,[1] Buckingham-Dolch,[2] Gates,[3] the International Kindergarten Union,[4] and the composite lists of Betts[5] and others isolated the spelling words within the Daw list and aided in their correct grade placement. The studies by Buckingham-Ayres,[6] Ashbaugh,[7] Gates,[8] and Rinsland[9] were used in evaluating the spelling difficulty of words at given grade levels.

This checking and cross checking established the validity of a word as a spelling word and, within limits, indicated the age or grade level at which the word should be learned. In the revised edition a technique for weighing the importance of each word was used. The use of this technique further refined the vocabulary, especially in the upper grades. In refining the word lists, consideration was given to words found on children's lists as well as those on adult lists. The result is well-balanced word lists which neither exclude important children's words nor furnish merely a list which children already know how to spell. Such wide variation in gradation was found, however, as to give the authors sufficient latitude in following the principle of placing the word in a meaningful setting appropriate to the grade and age level. To a large extent the nature of the words found at any level determined the kind of meaningful setting in which these words could be placed.

Other things being equal, a word should be learned when it is most useful and most needed. Acceptance of this principle leads to the

[1]Edward L. Thorndike. *A Teacher's Word Book of Twenty Thousand Words.* Bureau of Publications, Teachers College, Columbia University, New York, 1931.

[2]B. R. Buckingham and E. W. Dolch. *A Combined Word List.* Ginn and Company, Boston, 1936.

[3]A. I. Gates. *A Reading Vocabulary for the Primary Grades* (Revised and Enlarged). Bureau of Publications, Teachers College, Columbia University, New York, 1935.

[4]Child Study Committee of International Kindergarten Union, Madeline Horn, Chairman. *A Study of the Vocabulary of Children before Entering the First Grade.* International Kindergarten Union, 1201 Sixteenth St., N. W., Washington, D. C., 1928.

[5]Emmett A. Betts. *Spelling Vocabulary Study.* American Book Co., New York, 1940.

[6]B. R. Buckingham. *The Buckingham Extension of the Ayres Spelling Scale.* Public School Publishing Company, Bloomington, Illinois, 1918.

[7]E. J. Ashbaugh. *The Iowa Spelling Scales,* Journal of Educational Research Monographs, No. 3. Public School Publishing Company, Bloomington, Illinois, 1922.

[8]A. I. Gates. *A List of Spelling Difficulties in 3876 Words.* Bureau of Publications, Teachers College, Columbia University, New York, 1937.

[9]Henry Rinsland. *A Basic Vocabulary of Elementary School Children.* Macmillan Co., New York, 1945.

grade placement of words in units where they function best to express meanings appropriate to the children's needs at that level. The majority of the words in *My Spelling* follow this principle of placement for use. Some words, however, which have no specific subject connotation are graded according to the findings of research concerning their difficulty for children at different levels.

The continuous refinement of the word list of *My Spelling* finally resulted in the selection of 3594 basic words and 803 supplementary words, distributed as follows:

	BASIC WORD LIST	SUPPLEMENTARY WORD LIST	GRADE TOTALS
Grade Two	264	107	371
Grade Three	420	116	536
Grade Four	510	116	626
Grade Five	600	116	716
Grade Six	600	116	716
Grade Seven	600	116	716
Grade Eight	600	116	716
Grand Totals	3594	803	4397

For the six-year elementary school the number of basic spelling words presented by this series is 2394 and of supplementary words is 571, or a total of 2965 words.

Provision is made for extending the vocabulary of *My Spelling*, if desired, by the frequent suggestion that the pupil add to his spelling list useful words from home life, school life, and the school curriculum. However, the teacher is not advised to act on the theory that all words arising incidentally in connection with school work need to be learned as spelling words. *My Spelling* is a reliable guide to the important words that need to be learned and indicates the time and place at which it is of advantage to study them. The research behind this series has established with reasonable accuracy the words that are commonly needed in writing. Other words derived from school subjects should be added to the spelling list only after their usefulness has been clearly established.

THE UNIT PLAN

The word list of each volume of *My Spelling* is presented in six carefully organized units which parallel the experiences of school,

home, and community life in which the child meets these words and where control of meaning is chiefly obtained. This plan makes the vocabulary of maximum value to the pupil and is believed to be one of the principal contributions of the series to the improvement of spelling.

The pupil builds his vocabulary from conversation, reading, and regular school instruction. The units of *My Spelling* utilize this natural context to give a meaning background to the words which the pupil should learn to spell. Many of these words are already known or partly known by children as a result of previous experience in school and also in life outside of school. The unit presentation reproduces this life setting and integrates the experience of spelling with listening, talking, and reading. The pupil meets the spelling words in an interesting story. He revives old meanings and learns new meanings in the process of reading and discussion. He then locates the words to be spelled, becomes interested in them, and begins the process of learning how to write them. He pronounces each word correctly, visualizes the form of each word, learns the accepted sequence of letters, and practices writing each word with concentration on form backed up by an adequate emphasis on meaning. The process involves the learning of an orderly system of study or work habits. The guidance given in learning to spell is naturally more detailed in the earlier grades. As the child matures, the process may be abbreviated. Ultimately, in learning to spell a new word, the pupil will look at it carefully, pronounce it correctly, write it, and check it against the original. The method also emphasizes the development of good attitudes toward spelling, a spelling conscience, or desire to spell well, knowledge of the correct spelling of words, skill in detecting wrong spellings, and the ability to spell correctly the words needed in written expression.

The themes of the units of *My Spelling* follow closely the school curriculum and the experiences of pupils at the different grade and age levels. They check well against interest studies. A cursory examination of the unit titles of any book in the series reveals that the content is realistic. It deals with animals, boys and girls, biography, travel, nature, historical backgrounds, geography, world peoples, invention, discovery, citizenship, and health. There is constant emphasis upon life and living and the ways in which people satisfy their needs. The story element, where appropriate, adds interest to the presentation. The factual articles are adapted to the understanding of the pupil at the various levels.

The unit plan is designed to present the spelling words in units similar to, but not necessarily identical with, the units of work or subjects of the school curriculum. While the individual lesson stories are necessarily short, the cumulative effect of the units is to support the social program of the school and to enrich the pupil's experience. However, it is not the purpose of these units to do more than suggest a background for the spelling vocabulary, in order to give words meaning, add interest, create a desire to learn, and arouse a co-operative attitude on the part of the learner.

It is believed that this unit program goes farther in the direction of integration than is usual and as far as is practicable without entirely abandoning systematic instruction in spelling.

THE GENERAL METHOD

Each unit is composed of six lessons, the last of which is always a review lesson. The five developmental lessons are planned in terms of one week's work. During this week a list of words, called New Words, is presented for study and mastery. During each sixth week the entire unit list is reviewed and retested.

The method used in the presentation and study of the New Words incorporates the best features of a study-test-study plan. Much emphasis is placed upon the *approach* to the lesson through presentation of the words in story units. This helps to concentrate the pupil's attention on the words and to arouse interest in spelling. In Grades Two through Six every word appears in exactly the same form and the same order in the story and in the word list. In Grades Seven and Eight words which are presented in the singular form in the word list may be used in the story in the plural form if the plural is formed by adding *s* or *es* to the singular form. Also, in Grade Eight a few words which are capitalized in the story appear without capitals in the word list. In such cases the Working with Words exercises call the pupil's attention to the reason for the difference in form.

A series of steps is provided for reading and discussing the story and identifying and copying the New Words on the first day of the week. On the second day the pupil begins the study of a series of exercises based upon the word list for the week. Then follow on successive days a pretest on the New Words, individual study of words misspelled on the pretest and of Review Words from the preceding week, and a weekly final test.

Because of the importance of the weekly lesson plan, the procedure for review, and the testing program, separate sections of the manual are devoted to each of these topics. The teacher should study carefully and master the details of these plans.

WORD STUDY

The word-study exercises, Fun with Words (Grades Two and Three) or Working with Words (Grades Four–Eight), gradually acquaint the pupil with the visual and phonetic peculiarities of words. They also help him to master the specific difficulties of words as well as the principles that govern the spelling of derived and related forms.

Each New Word is studied at least once in the study exercises following its introduction. Development of meaning and enrichment of vocabulary are constantly emphasized. The words have already been met in their natural settings. They are now studied for the purpose of amplifying and refining their meanings. These learning exercises in *My Spelling* are essential to the development of the spelling vocabulary which is presented in a unit background. They are designed to integrate the child's listening, speaking, reading, and writing. The exercises parallel the reading and language program of the school and utilize the child's language training and experience, but they concentrate upon the problem of spelling. The exercises are developmental, repetitive, and sequential. These facts will be brought out in the detailed suggestions concerning the teaching of the lessons in each grade, as given in later sections of this manual.

The plan of word study involved in these learning exercises includes attention to the similarities and differences in words, their peculiarities of form, variations from root forms by the uses of prefixes and suffixes, the formation of plurals, semantic variations, synonyms, antonyms, homonyms, and the aids to correct pronunciation and meaning found in the dictionary. Constant attention is given to syllabication, phonetic sequences, and handwriting difficulties, and to the natural and correct use of words in oral and written form. Repeated practice in word analysis and synthesis gradually develops word mastery. Thus spelling is related to the language arts in an integrated program which promotes the growth of language power and leads to accurate use of words in speaking, reading, and writing as well as to mastery of correct spelling.

A detailed analysis of the skills covered in the study exercises for Grades Four, Five, and Six is given in this manual under the headings "Teaching Aids for Grade Four," "Teaching Aids for Grade Five," and "Teaching Aids for Grade Six." The developmental nature of the program is clearly revealed by pages 33–35.

HOW TO STUDY YOUR SPELLING

Hard words should always be studied according to the How to Learn to Spell directions found on page 8 of the textbook edition and the inside front cover of the workbook edition. The teacher is instructed to teach the pupil to use the series of simple steps suggested for the mastery of a difficult or unknown word. Instruction in the use of these steps should be continued until the pupil develops the effective habits which enable him to master quickly any strange word which he desires to spell.

THE TEACHING OF RULES

Throughout *My Spelling* the main emphasis is upon the direct attack on spelling difficulties and the study and review of the carefully selected vocabulary until it can be written automatically. In addition, a few rules that have been found to be functional are included. The total number is reduced to a minimum. The rules are developed inductively through frequent use in the study exercises. They are then stated and applied, and finally summarized in the upper books of the series. Every effort is made to insure continuous application.

Following is a brief summary of the spelling rules that are taught in this series and their grade placement. In examining this summary the teacher should bear in mind that many examples of the rule are given before a generalization is made, and that great care has been taken to develop a concept, such as "short vowel" or "accented syllable," before the term is used. Most rules deal with the addition of the common suffixes. At first the pupil learns to add each suffix. Later, in Grade Eight, he is given general rules applying to all suffixes.

Grade Two

1. Many words add an *s* to make the words mean more than one.
2. Words that mean more than one drop the *s* to mean just one.
3. Pupils add *es*, *ed*, and *ing* to words in the list, but no generalization is made concerning these endings.

Grade Three

1. Further practice in adding and dropping final *s*.
2. Some words add *es* instead of *s*.
3. Many words add or drop *ed* and *ing* without other change.
4. Pupils observe words that drop final *e* before adding *ed* or *ing*.

Grade Four

1. Further practice in adding *s*, *es*, *ed*, and *ing* without making any other change. Pupils also drop these endings from the inflected forms.
2. Words that end in final *e* drop the *e* before adding *ed* or *ing*.
3. Pupils add *er*, *est*, and *ly* to words if these endings can be added without making any other change. No generalization is made.
4. Pupils observe the double consonant in such words as *sitting* and *running*.

Grade Five

1. Review and continued application of rules taught previously.
2. Most words form their plural by adding *s* or *es* to the singular word.
3. Words ending in *s*, *ss*, *sh*, *ch*, *x*, or *z* usually add *es* instead of *s*.
4. Many words that end in *f* change the *f* to *v* and add *es* to form the plural.
5. Words ending in a consonant and *y* change the *y* to *i* before adding *es*.
6. Words ending in a consonant and *y* change the *y* to *i* before adding *ed*.
7. Many words add *er* and *est* without any other change.

Grade Six

1. Review and application of rules taught previously.
2. Summary of rules for writing plural forms:

a. Most nouns form their plural by adding *s* or *es* to the singular form.

b. Words ending in *s*, *ss*, *sh*, *ch*, *x*, or *z* add *es* instead of *s*.

c. Words ending in a consonant and *y* change the *y* to *i* and add *es*. Words ending in a vowel and *y* simply add the *s*.

3. Summary of rules for adding *ly:*

a. Most words, except those which end in a consonant and *y* or in *le*, add the suffix *ly* without any change in the root word.

b. Words ending in a consonant and *y* change the *y* to *i* before adding *ly.*

c. Most words ending in *le* drop *le* and add *ly.*

4. Put *i* before *e* except after *c* or when sounded like *a* as in *neighbor* and *weigh.*

5. Words of one syllable which end in a single consonant preceded by a single vowel usually double the final consonant before adding *ed* or *ing.*

6. Singular nouns form the possessive by adding an apostrophe and *s.*

7. Pupils observe that such suffixes as *al*, *y*, *ful*, and *ment* are often added without any other change.

Grade Seven

1. Review and application of rules previously taught, including a summary of rules for spelling plural forms and for adding *ly*, as given in Grade Six.

2. Summary of rules for adding *ed* and *ing*:

a. Many words are formed by adding *ed* and *ing* without any change.

b. Words ending in a silent *e* drop the *e* before adding *ed* and *ing.*

c. Words ending in a consonant and *y* change the *y* to *i* before adding *ed*, but do not make any change before adding *ing.*

d. Words ending in a vowel and *y* usually add *ed* and *ing* without making any other change.

e. Words of one syllable ending in a single consonant preceded by a single vowel double the final consonant before adding *ed* and *ing.*

f. Words of two or more syllables usually double the final consonant before adding *ed* and *ing* when these conditions are met: the last syllable ends in a single consonant preceded by a single vowel, and the accent is on the last syllable.

3. Rules for writing possessive forms:

a. Singular nouns form the possessive by adding an apostrophe and *s.*

b. Plural nouns which end in *s* add only an apostrophe to form the possessive.

c. Plural nouns which do not end in *s* add the apostrophe and *s* to form the possessive.

4. Pupils observe that most words add *ment* without any change.

5. Pupils observe that many other suffixes are often added without any change in the root word.

Grade Eight

1. Review and application of rules previously taught.

2. Words which end in a consonant add many suffixes without making any other change.

3. Words which end in a final *e* usually drop the *e* before adding a suffix beginning with a vowel.

4. Words ending in a consonant and *y* change the *y* to *i* before adding suffixes except those beginning with *i*.

5. Words of one syllable which end in a single consonant preceded by a single vowel double the final consonant before adding suffixes which begin with a vowel.

6. Words of two or more syllables which are accented on the last syllable and which end in a single consonant preceded by a single vowel usually double the final consonant before adding a suffix beginning with a vowel.

For a more complete survey of the gradual and thorough development of these few fundamental rules examine the items under the heading "Specific Skills and Abilities" for each grade.

THE DICTIONARY PROGRAM

Beginning with Grade Four, each volume of *My Spelling* has a dictionary, entitled Your Dictionary, containing all the New Words presented in the given grade. Pupils are instructed to use the dictionary in ways that will enrich their knowledge of the words in the spelling program and at the same time develop fundamental habits and skills of dictionary use. Training in alphabetizing, which is begun in Grade Three, introduces and paves the way for the systematic program which the series provides.

In every instance, Your Dictionary has been designed and written so as to be most useful to the pupils at the grade level. While these dictionaries are limited to the spelling vocabularies in each book, they go beyond the spellers in explaining the variant meanings of the words cited. Thus they help to enrich the vocabularies of the

pupils who use them. The dictionary training given in *My Spelling* ably supplements other instruction in the use of the dictionary. In schools where there is no other such program, these exercises furnish a minimal dictionary training.

The analysis given below and on pages 14–15 will show clearly the carefully graded program. The simpler knowledges and skills are introduced first and are then constantly practiced until their use is habitual. More complex skills are added in each grade.

Grade Four

1. Recognizing the value of Your Dictionary and using the key words with their marks
2. Arranging words in alphabetical order by the first, second, and third letters
3. Using alphabetical order to locate words in the dictionary
4. Knowing the meaning of *syllable*; distinguishing words of more than one syllable; using the dictionary to determine syllabication
5. Knowing the meaning of *vowel*; recognizing and marking short and long vowels
6. Knowing the meaning of *silent letter*; recognizing final silent *e*
7. Using the dictionary for help in pronouncing difficult words
8. Using the dictionary to determine variant meanings
9. Knowing the meaning of *guide words*; using guide words
10. Distinguishing words alike in sound but different in spelling and meaning (homonyms)
11. Knowing the meaning of *accent mark*; using the dictionary in determining accent
12. Noting changes in meaning that accompany changes in pronunciation

Grade Five

1. Using all knowledges and skills previously taught
2. Alphabetizing words by their third or fourth letters
3. Knowing the meaning of *suffix*, *compound*, *root*, *consonant*, and *prefix*; identifying and using these concepts in word study
4. Increasing use of dictionary in determining variant meanings
5. Recognizing the importance of pronunciation in spelling and using the dictionary in determining pronunciation

6. Learning different sounds of *a* and *o* as shown by reference to the dictionary
7. Recognizing *ĕ*, *ē*, and *ā* as variant sounds of *ea*
8. Learning two sounds of *oo*
9. Recognizing *ai* as *ā*
10. Finding sounds of *oa*, *ea*, *ua*, and *ai*
11. Learning that *w* and *y* are sometimes vowels
12. Learning how to divide by syllables words having double consonants.

Grade Six

1. Using all knowledges and skills previously taught
2. Using the phonetic respelling of a word as an aid to pronunciation
3. Learning that some words have two accents
4. Determining changes in meaning with changes in accent
5. Using the dictionary to determine meanings of words commonly confused
6. Knowing the meaning of *synonym*; recognizing synonyms
7. Marking the more uncommon vowel sounds
8. Determining the derivation of words from root forms
9. Learning the sounds of *o*
10. Learning the sounds of *ea*, *ei*, *ai*, *ee*, *oa*, *oi*, *au*, *ou*, *ui*
11. Learning the meanings of prefixes *im*, *un*, *dis*

Grade Seven

1. Using all knowledges and skills previously taught
2. Knowing the meaning of *diacritical mark*; using these marks in pronunciation
3. Deriving meanings of variant forms by using the root word
4. Learning the variant meanings of words
5. Learning the meaning of *antonym*; recognizing antonyms
6. Identifying the sounds of more difficult combinations, as *giene* in *hygiene* and *qui* in *mosquito*
7. Recognizing that there are preferred spellings of some words
8. Understanding the concept of *derivation*; learning a few words derived from Latin and French
9. Observing words easily confused because of form, such as *affect* and *effect*

Grade Eight

1. Using all skills and knowledges previously taught
2. Recognizing preferred pronunciations as well as preferred spellings
3. Using terms *primary accent* and *secondary accent*
4. Giving greater stress on *antonyms* and *synonyms*
5. Giving greater attention to use of dictionary in pronouncing difficult words and in determining variant word meanings
6. Using the dictionary to determine differences in meaning of such words as *technical* and *mechanical*; *surgeon* and *physician*
7. Identifying the sound of more unusual letter combinations, such as *scious* in *conscious*
8. Using the dictionary as a check on doubtful spellings

The dictionary program of *My Spelling* does not attempt to give a complete treatment of the use of diacritical marks. Pupils are taught to use the key words in the dictionary in learning the pronunciation of new and difficult words and to recognize the most common of the diacritical marks. Attention is placed on the functional value of these aids rather than upon the marks themselves. Further work on the use of pronunciation keys in a regular dictionary is recommended in case teachers find additional emphasis necessary.

HANDWRITING

My Spelling emphasizes the close relationship between good spelling and good handwriting. Models for the cursive and the manuscript alphabets are included in both textbooks and workbooks for Grades Two and Three. In Grade Two of the workbook edition the presentation of the New Word lists in both cursive and manuscript form is an added advantage. The manuscript form used closely resembles the print of most elementary school textbooks for this grade. The pupil is frequently urged to take care in the formation of letters, and particularly of those letters which are likely to be illegible when carelessly written. The peculiarities of difficult letters are pointed out. The teacher thus is enabled to integrate handwriting with spelling in a functional manner.

In Grade Four and above, models of the small and capital letters are included in the workbook edition, and standards by which the pupil may judge the quality of his handwriting are furnished in both editions. The exercises call the pupil's attention to the letters

which are likely to cause difficulty and urge on him the desirability of forming letters clearly and accurately. Frequent class discussion and careful written practice of these hard letters are advisable. They will help to prevent misspellings due to careless letter formation and to develop gradually the "handwriting conscience" so essential to good writing. Constant practice in copying all the New Words accurately is a further aid to the development of good quality in handwriting. The pupil is thus led to recognize the place of good handwriting in written expression.

In the first grade and the early second grade the teacher is urged to pay particular attention to the left-handed writer. Because they lacked good training when they began to write, many left-handed children write very illegibly. The teacher should first of all make sure that the left-handed pupil assumes the correct position for a left-handed writer. Do not attempt to change the naturally left-handed child into a right-handed writer, for this generally is regarded as likely to harm the child. If any left-handed writers have been allowed to take the awkward writing position sometimes known as the "left-handed hook," it is especially important that they be shown the correct position for a left-handed writer, and be encouraged to take this position for all their writing. In all the grades teachers will sometimes find it necessary to give individual help to left-handed pupils whose writing is especially illegible.

INDIVIDUAL INSTRUCTION

The suggestions given for group teaching should not lead the teacher to neglect the guidance of the individual pupil in the development of independent study habits. Just as soon as she finds that the pupils understand the purpose and nature of the work, the teacher should throw more and more responsibility on them for doing the work outlined in the textbooks or workbooks of this series. The work on Tuesdays and Thursdays should increasingly be in the nature of supervised study. The weekly plan of this series is particularly designed for the purpose of allowing each pupil to proceed at his own rate of progress and to concentrate on his own particular difficulties. The teacher should never lose sight of this fact. The many reviews, including those on Thursday, during the sixth week of each unit, and at the half year, are so planned that each pupil may concentrate on correcting his own errors—on the words needing *his* attention. For the fast workers and the naturally good spellers

the Other Words to Spell included in each week's work provide an opportunity for building an enriched spelling vocabulary.

REMEDIAL INSTRUCTION

It is a grave error to give insufficient teaching of important items. Children who do not learn an item on first teaching should have immediate reteaching until they have mastered it. The teacher should be constantly alert to the need for remedial teaching, and should give the remedial work as soon as possible after the need for it appears.

The pupil who finds difficulty in learning to spell requires much more specific guidance than the boy or girl of normal capacities. If pupils show evidences of a need for remedial instruction after each instructional period, the teacher may proceed as follows:

1. Inspect the pupil's record to see if he has any visual or auditory difficulties.
2. Check his handwriting to see if he can identify the letters of the alphabet and form each of them readily.
3. Make sure that the pupil has copied each word correctly.
4. Question the pupil to find out whether he has followed the steps indicated in How to Learn to Spell.
5. Check on the Fun with Words (or Working with Words) exercises to see what kind of errors the pupil made in doing his independent work.
6. List the weaknesses found in the work of each pupil who is not succeeding in his spelling.
7. Group the pupils who have similar difficulties for additional instruction on specific items.
8. Carefully present again the words with which they are having difficulty.
9. Reteach the steps in learning to spell.
10. Supervise the work of these pupils step by step until they succeed in following the procedure indicated in the textbook.
11. Refer any pupils who do not respond to careful reteaching to the school psychologist or the educational clinic, if one is available.
12. In the case of pupils whose mental ages are one or more years below the grade level, plan to organize small groups for spelling and to go at a slower pace. It may be possible to teach them only a part of the work outlined for the year, but every effort should be made to have each of those items thoroughly learned.

MY PROGRESS CHART

A chart for recording progress is included in both the textbook and workbook editions with simple directions for use. In the workbook edition an additional chart for a record of unit tests is included. My Progress Chart enables each pupil to compete with his own record rather than with the other members of his group. He becomes interested in his own progress. The chart is thus a powerful influence for motivation and enables the pupil to judge of his own success in learning to spell.

SPELLING NOTEBOOK

In the textbook edition the teacher is frequently advised to have the pupils keep a spelling notebook as a record of their work. Pupils are reminded to list in the notebook words from other subjects to be learned as needed. The Revised Edition of the workbook provides improved facilities for writing these words.

PICTURE STUDY

The illustrations in *My Spelling* are prepared by competent artists. They are constantly used to develop meaning. The format of the books and the use of color in the textbook edition make these books instantly attractive to children. The workbook edition is attractively bound and is illustrated copiously with black-and-white drawings. The illustrations in all cases enrich the context and teach meanings through their accurate picturization of the context.

III. The Weekly Lesson Plan and Teaching Procedure

THE REGULAR FIVE-DAY PLAN

My Spelling uses the weekly lesson plan and a modified form of the study-test-study procedure. This organization makes possible individual learning and avoids the waste inherent in the daily uniform lesson for all pupils. Schools which do not wish to follow a five-day plan may adopt the modified three-day plan suggested on page 27 of this manual. The five-day plan proceeds as follows:

MONDAY

This is *Presentation Day.* The pupil gets acquainted with his New Words by meeting them in a story in which they are used with meanings appropriate to his age level. Every first week of a unit also involves an approach to the unit as well as an approach to the weekly lesson. On the days when a new unit is to be presented the teacher may make an appropriate introduction in somewhat the same manner as that suggested below:

> Boys and girls, we are beginning today a new unit in *My Spelling.* This unit presents the new words which you are going to learn to spell. They are used in five short stories, one for each week. You will notice that the words are useful and important words, and they are used just as you might use them if you were talking or writing about the same subject.
>
> Let us look at the title of the unit and the unit picture. What is the unit about? What does the picture tell us about the unit?

The pupils should then be led to note the important ideas in the picture and to use the unit vocabulary in discussing them. When they have satisfied their curiosity about the unit picture and are interested in the unit theme, they are ready to proceed to the first lesson.

The following *approach* is suggestive of the way in which the first lesson of a unit may be introduced:

> Now let us find the first lesson on the next page. What does the picture at the top of the page tell us? Can you make up a sentence about the picture? Tell one thing you see in the picture.

In the workbook edition there is only one picture to introduce both the unit and the first lesson. In schools using this edition the suggestions given above must therefore be slightly altered. The purposes of the introduction are the same, however: to acquaint the pupils with the unit theme and to arouse their interest.

When the pupils have interpreted the picture and have speculated on the title of the story and its meaning, the teacher may then say:

> Now let us see what the story below the picture says. Read the story silently. If there are any words you do not know, make a note of them. [After a sufficient time for reading has elapsed the teacher will continue.] Now let us read the story aloud.

The teacher may have each pupil read a sentence or have the entire story read by one pupil. If she thinks the material likely to cause difficulty, she may wish to read it aloud herself and comment on the meaning as she reads. After the reading, the pupils should be allowed to discuss the story and ask such questions about it as they desire.

When the story has been read and enjoyed, the next step is to locate the spelling words. The teacher should call the pupils' attention to the heading "New Words" below the story. Each word should be pronounced with due attention to careful and correct pronunciation.

The teacher then asks the pupils to find each New Word as it is used in the story. She should explain that the words appear in the columns in the same order in which they are used in the story. This avoids the unnecessary difficulty and loss of time in finding the words which would result if they were listed at random. As the pupils find the different words in the story, they may wish to read aloud the sentences in which the words appear, with proper attention, of course, to good reading and language performance, but with major emphasis on securing a sharp visual perception of the word and a correct understanding of its meaning and use in the present context.

While the words always appear in the same form in the story and in the list of New Words, a word may sometimes be used in the story in two forms, singular and plural, or as another variant form. The teacher must make sure that the pupils always locate in the story the form that is listed as a New Word. Pupils using the workbook edition should be instructed to underline in the story the word that is in exactly the *same form* in the story and in the list of New Words. The pupil should always find the singular form if that form is listed.

While many of the words in middle-grade word lists will be familiar to pupils, the words are increasing in difficulty and some of them may not have been previously used in writing by the pupils. Care should be taken to make sure that every member of the class knows the meanings of each New Word in the sentence where it appears. As opportunity permits, additional meanings of these words should be noticed.

The pupil's knowledge of the meanings of words can be checked in various ways:

1. Asking a question: What does *tractor* mean?
2. Matching a word to an object or picture: Find the *ranger* in the picture.
3. Demonstration: Show what *swimming* means.
4. Completion: A group of people living in the same house is called a _____.
5. Comparison: A *bonnet* is something like a hat.
6. Definition: The *president* is the chief officer of a club or a society.
7. Use: Make a sentence in which you use *settlement* correctly.
8. Pantomime: Show what *lively* means.
9. Direction: *Invite* your friends to the party.

Care should be taken to avoid the common error of thinking that a word is always best explained by another word or a phrase. Action, demonstration, and direction are often better ways of explaining meaning.

When the teacher is satisfied that the pupils understand the meanings of the New Words and can locate them in the story, she says:

> Now take a piece of paper and number it. [Or in the workbook edition, "Find the blank spaces below the story."] Copy the New Words carefully. First say each word to yourself. Then write each word, saying the letters softly as you write. Be sure that you copy the word correctly and make each letter carefully.

During the early lessons of the year the teacher may prefer to pronounce each word as the pupils attempt to copy it. Effort should be made, however, to get the pupils to develop the ability to copy the words from the book correctly without aid from her.

If time is not sufficient to complete this work on the first day, the presentation may be extended to the second day, at least during the first lessons of each year.

TUESDAY

This is *Preliminary Study Day*. Today the pupils work individually on the *Working with Words* exercises. These exercises are designed to train pupils in seeing the peculiarities of words and their likenesses and differences, in forming plurals, in adding prefixes and suffixes, and in mastering word meanings. Such rules as are

useful are developed inductively. Synonyms and homonyms are taught, and the use of the dictionary is constantly stressed.

The approach to this study lesson should proceed somewhat in the following manner:

> Today you are to work individually on your Working with Words exercises. Find the place where it says "Working with Words." Read each exercise carefully. If there are any you do not understand, I will help you. When your work is completed, I will check it for you.

During the first few weeks of the year the teacher may work through the exercises with the pupils to make sure that they understand them. She should direct the pupils using the textbook edition to write on loose paper or to enter their work in their spelling notebooks, as she prefers.

When pupils are asked to alphabetize a list of words in the workbook, they should be advised to number the words in the list in correct alphabetical order before they begin to write. This practice will enable them to avoid much erasure and recopying. At the beginning of each year this work should be carefully supervised.

While the pupils work on their exercises, the teacher should supervise their work, giving such help as she sees necessary, but seeking always to develop systematic, independent work habits among them. A few of the slowest pupils should be given constant encouragement and assistance. When the work is completed, it should be checked carefully by the teacher by whatever method she finds expedient. There is no objection to having the pupils check one another's work, provided the teacher finds them competent to do so. Necessary remedial work should be done just as soon as the teacher finds a need for it.

If the Working with Words exercises cannot be completed on Tuesday, they may be carried over to Wednesday, or completed at other times when the pupil has spare time, but the teacher should aim to have everyone complete all the exercises. These exercises lead to the development of spelling power. They are sequential in character and repetitive to the extent that is necessary for the acquisition of attitudes, information, skills, and habits important in spelling. The teacher should note the technical objectives in each lesson and do the teaching required to establish control over the principles which are involved in them. As the pupils gain experi-

ence, discontinue the detailed oral suggestions and help, in order that the pupils may gain power by independent work.

WEDNESDAY

This is *Exploratory*, or *Pretest Day*. The purpose of the test which is given on Wednesday is to discover the weaknesses of individual pupils in spelling the New Words. The teacher should proceed somewhat as follows:

> Today we are to take our first test. Since you have studied each word in your Working with Words exercises, I hope you will be able to spell all the New Words correctly. There may, however, be some words which you have not learned perfectly. This test will show you what those words are.
>
> Prepare your test paper. [Or, for the workbook edition, "Find the place on page 00 (giving the proper page) where it says 'My First Test.' "] I shall pronounce each word carefully, then read a sentence in which this word is used, and then pronounce it again. As I pronounce each word the second time, say it softly after me and then write it.

It is recommended that the teacher use the dictation sentences for each lesson which are furnished in this manual (see pages 47–62, 79–98, and 118–135). This procedure will prevent errors which sometimes result from the pupil's failure to understand the word which the teacher wishes him to write. If the dictation sentences are not used, the teacher will modify slightly the directions given above for writing the test.

When the words have all been written, the teacher will carefully spell them aloud and direct the pupils to check any misspelled words. She will then direct them to count the number right and enter this number on their test papers or in the space provided for that purpose in the workbook. She may then continue in the following way:

> The words you misspelled on this test are your Hard Words. Tomorrow each pupil will study his own Hard Words. But now you must copy them correctly. Find your Hard Words and write them on your test paper [or, "in the space provided in your workbook"]. Be sure to write them correctly. Then turn back to your New Word list and make sure you have written each Hard Word exactly as it appears there.

The teacher should carefully supervise this copying of Hard Words to make sure that they are written correctly. It is important that the pupil should get a correct impression of each word he has misspelled. Many spelling errors are caused by carelessness in copying the new word.

From time to time the teacher will find it advisable to collect the papers or workbooks and check them before the next spelling period. In this way she will make sure that pupils really do find their own errors in the Wednesday test.

THURSDAY

This is *Hard-Word Day.* Each pupil concentrates on his individual Hard Words and on the Review Words. He also reviews the words he misspelled on the test of the previous Friday. He is taught a method of study and carefully supervised in his work until he learns how to attack and master words that are difficult for him to spell. The teacher gives directions similar to the following:

> Thursday is Hard-Word Day. Each of you will study the words you misspelled on the Wednesday test. In the study of these words, use the steps in How to Learn to Spell on page 8 of your textbook [or "on the inside front cover of your workbook"]. If you have already learned these or similar steps, review them to make sure you know them.
>
> We shall work through the steps together. Each of you will begin with his own first Hard Word. Let us read the first rule on page 8. [Or, for the workbook edition, "on the inside front cover."] Let us see if we understand it: "Look at the word and say it softly." Now look at your first Hard Word and say it softly. Make sure that you hear every sound correctly.
>
> Now let us read and follow the second rule: "Look at the word and say each letter." This is important. You cannot write a word unless you know the order of the letters. Now say very softly the letters in your first Hard Word.
>
> Now look at study rule 3: "Close your eyes and say each letter." It helps if you can see a word in your mind with your eyes closed and can say each letter as you recall the way the word looks. How many can see your first Hard Word with your eyes closed and say each letter in it? Try several times until you can do so.
>
> When you can see each word clearly in your mind and can say

each letter in it without looking at the word in the book, you are ready for rule 4: "Look at the word and copy it." Look sharply. Do not make any mistakes. Compare what you have written with the book, or with your paper [or workbook] where you have written the word correctly.

Now follow rule 5: "Write the word three times without looking at your book. Check the spelling. If you make a mistake, start again with the first rule in the list." Cover the word each time you write it. Now see if you have written it correctly each time. You have probably learned the Hard Word for the time being, but you will be checked again tomorrow. Master your Hard Words and you will be a good speller.

Now study each of your Hard Words in the same way.

An alternate procedure for the study of Hard Words which has been found particularly useful for slow-learning pupils and those who have reading and spelling difficulty is incorporated in the following modification of rule 4 in the preceding list.

> Look at the word and copy it in large letters. After you have written the word, trace each letter in the word with your finger, saying the letters as you trace the word and saying the word after you have traced it. Trace the word several times if you wish.

The pupil may then proceed to write the word three times as indicated in rule 5.

This method has been found helpful to nonreaders and to those handicapped in spelling. It is a good remedial method. It is not wise, however, to overemphasize it with children who learn spelling easily; and it should not be allowed to interfere with instant and automatic recognition in reading. If persisted in beyond the initial stages of learning a word, it may retard the development of automatic, rapid recognition.

When each pupil has studied the words misspelled on the Wednesday test, he should study in the same way any words that he spelled incorrectly on the Friday test of the previous week. These are his *individual review words*. He should then proceed to learn the list of Review Words given in his book.

The Other Words to Spell are words added to the basic list for pupils who have special aptitude for spelling. They are to be studied on Thursday by those who have no Hard Words or very few of them. They need not be studied by slow learners. They are

intended to enrich the spelling vocabularies of good spellers who learn rapidly.

FRIDAY

This is *Final-Test Day.* If they have been taught well on the preceding days, the pupils should look forward with enthusiasm to the final weekly test, because it will tell them how well they have succeeded in their work. If pupils are using the textbook edition, the teacher's directions may be similar to those following.

> Today we shall find out if we have been successful in our week's work. Number your paper for a test. Then listen carefully as I pronounce each word. Say it softly after me and then write it.

If pupils are using the workbook edition, the teacher may say:

> Today we shall find out if we have been successful in our week's work. Find the place in your workbook on page 00 [giving the correct page] where it says "Friday Test for Lesson 00" [giving the correct lesson number]. Listen carefully as I pronounce each word. Say the word softly after me and then write it.

When the test is completed, the teacher will supervise the correction of the tests and will assist each pupil in computing his score and in entering it on his Progress Chart.

In the workbook edition a Progress Chart is provided for the use of the pupil. Teachers are urged to have their pupils mark it regularly after each Friday test. In schools which furnish free copies of the textbook edition and which use the books for successive groups of pupils, teachers may mimeograph copies of the Progress Chart, which is shown on page 92 of each book. Each pupil should be provided with his own copy; or, if the teacher prefers, each pupil may copy the chart in his spelling notebook. This Progress Chart will help greatly to maintain the child's interest in his spelling.

Any words misspelled on the Friday test should be written correctly in a spelling notebook or in the proper space provided in next week's lesson in the workbook edition. These words should be studied at the special time allotted to review on Thursday, or at any other available time. Careful follow-up will be necessary in order to make sure that the pupil uses the study method properly and concentrates on these especially difficult words.

The preceding detailed outline of procedure will be particularly suggestive for the teacher who is first using this series and for the first lessons in the book. After the pupils have learned the procedure, the teacher naturally should abbreviate her suggestions and guidance and throw more responsibility on the pupils for independent work; but she should check frequently to make sure the pupils are following directions and making the best use of the method. The method should never be used mechanically. It should be intelligently interpreted and adapted to the needs of each group of pupils.

A MODIFIED THREE-DAY PLAN

Because of the desirability of more frequent and shorter periods of practice, the authors recommend that the five-day weekly plan be used. Those schools which find it impossible to do this are advised to adopt the following plan for three days a week:

Monday. Presentation and Working with Words
Tuesday. Pretest; study of Hard Words and Review Words
Friday. Final Test and remedial work on the week's work

In schools where the three-day plan is used, the total time should not usually exceed twenty-five minutes a day, except in the case of individuals who show an obvious need for additional time on spelling.

IV. Procedure for Review

THE REGULAR SIX WEEKS' REVIEW

The general plan of work for review week is similar to that of any developmental week. The modifications of procedure suggested below will aid the teacher in organizing effectively the work of this period.

Review work is introduced at the close of each unit to give the pupil an opportunity to study again his own hard words, to check his mastery of the entire unit word list, and to relearn any words that are missed on the review tests. All words presented during the preceding five weeks are now recalled in one complete unit word list. Ample review exercises recall the rules, variant forms, meanings, and skills that have been taught during the period. The

test, which is divided into two parts, measures again the degree of mastery of the unit word list. The procedure may be as follows:

MONDAY

Since all words have been taught in context in the weekly lessons, the presentation of the review list should not consume much time. The teacher may use the following approach:

> This is review week. You are to make sure this week that you have learned all the spelling words of the last five weeks. You may wish to reread all the stories rapidly and locate the words again in the stories, but first of all concentrate on your hard words again. Your hard words are the ones misspelled on your Friday tests. Make a list of them. Use the study rules you have been taught. Follow the directions given on page 19 ["page 11 of your workbook"].
>
> If you have only a small number of hard words, you may review any words you missed on the Wednesday tests. You also may study your Other Words to Spell or words which you need in writing that you do at home or at school and which you wish to learn to spell.

TUESDAY

The teacher may say:

> Today you start studying the Reviewing Your Words exercises. Let us look at the exercises and see if you know what to do. Read each exercise carefully. Write the answers on your paper [or, "in your workbook"]. Pay special attention to the excises dealing with your hard words.

The teacher will supervise the study, make suggestions and corrections, and do such teaching as may be needed.

WEDNESDAY

The teacher may begin:

> Today we shall have the first half of the Review Test. Listen carefully as I pronounce each word. Say the word softly to yourself. Then write each word correctly.

When the pupils have written the words, help them to find any errors and to count the number of words correctly written.

THURSDAY

On Thursday the second half of the Review Test is given. These words are corrected and the total score for review week computed. This score is the number of words right on the entire test. Enter this score on the Review Progress Chart, page 104, workbook edition. If the teacher wishes to do so, she may turn this score into a grade for the six weeks' period.

FRIDAY

The teacher says:

> Today is clean-up day. If you misspelled any words on the Review Test, you are to study them today. These words are your Spelling Demons. If you did not misspell any words, you may use your extra time in mastering any other words you wish to learn to spell.

PROCEDURE FOR THE HALF-YEARLY REVIEW

In schools which have an extra week for a half-yearly review, or which wish to speed up the work so as to have time for such a review week, the teacher may proceed as follows:

Monday. Ask each pupil to find and write correctly all the words that he misspelled on Friday tests during the half year. He must be sure to copy these words correctly. He then studies them as hard words.

Tuesday. Ask each pupil to find and copy correctly all the words misspelled on the six-week tests. He should study these words as hard words.

Wednesday. Give Test A of the half-yearly tests.

Thursday. Give Test B of the half-yearly tests.

Friday. Help the pupils to clean up the words misspelled on the half-yearly tests.

If the teacher has given Test A as a pretest at the beginning of the year, she may wish now to give only Test B. In that case, continue the individual study of hard words on Wednesday, or work with the group in reviewing the entire list. On Thursday give Test B. On Friday, work with individual pupils to learn any words misspelled on this test.

Some teachers may have difficulty in finding time for this additional review. If they wish to do so, in schools having only a nine-

month year, they may speed up the last six-weeks period by using four days instead of five each week for the development of each weekly lesson as follows:

Monday. Presentation and individual word study
Tuesday. Initial test and location of hard words
Wednesday. Study of the individual hard words
Thursday. Final test and clean-up
Friday. Presentation and individual study of the next lesson

By following this plan one additional week will be gained for use as half-yearly review week. This speed-up plan should be effective during the last period of a half year, since the pupils have accumulated interest and have mastered the procedure.

In schools which are in session for nine and one-half months, the extra week each half year may be used for review without the speed-up indicated in this section.

Even though the teacher prefers not to plan for an entire week of review, she should find time to give the half-yearly test which is provided for the purpose of measuring spelling achievement during that period.

SUMMARY OF THE REVIEW PROGRAM

The review program of *My Spelling* is complete and adequate, as is shown by the following summary outline:

WEEKLY REVIEW

1. The Hard Words misspelled on the Wednesday test are studied on Thursday.
2. The Review Words selected by the authors are studied each week on Thursday.
3. Each pupil reviews on Thursday the words he or she misspelled on the Friday test of the preceding week.

UNIT REVIEW

1. Every six weeks all New Words presented during the preceding five weeks are reviewed.
2. Every six weeks each pupil reviews the words he or she misspelled on the Friday tests.
3. Every six weeks each pupil studies again the words he or she misspelled on the review test.

HALF–YEARLY REVIEW

1. Each half year the pupil reviews the words that he misspelled on Friday tests and review tests during that period.
2. The half-yearly word list is again reviewed and tested.
3. All words misspelled in the half-yearly test are reviewed and written correctly.

YEARLY REVIEW

1. Each year the pupil's hard words for the year are reviewed and rewritten.
2. Each year the hardest words of the preceding year are included among the Review Words and studied again.

V. The Testing Program

The testing program of *My Spelling* is complete. It provides for half-yearly pretests, biweekly progress tests, six-week review tests, half-yearly review tests, and a yearly test. A complete outline of the plan follows:

PRETEST

At the beginning of each half year the pupil is pretested on a list of words selected from the list for the half year.

WEEKLY TESTS

1. Each Wednesday all New Words are pretested. In the workbook this is called My First Test.
2. Each Thursday the pupil tests himself on the Hard Words misspelled on the Wednesday test and writes them again.
3. Each Friday all New Words and the Review Words from the preceding week are tested. In the workbook this is called the Friday Test.
4. Each Friday the pupil tests himself again by checking any words misspelled on the Friday test and writing them again.

SIX–WEEK TESTS

1. Each six weeks the pupil is tested on all New Words taught during the preceding five weeks. This review test is always given in two parts in order to avoid fatigue.

2. Each six weeks the pupil tests himself by writing correctly the Spelling Demons misspelled on the review tests.

HALF-YEARLY TESTS

1. Each half year the pupil is tested on selected words from the list for the half year.

2. Each half year the pupil tests himself by writing correctly the words misspelled on the half-yearly test.

YEARLY TEST

1. Each year the pupil may be tested on the year's list by writing tests on a list of words selected from the yearly list.

2. Difficult words are tested again the year following the first teaching when they are found in the review lists.

The pretest and half-yearly tests are optional, but their use will give real satisfaction to both teacher and pupils. The pretest is given during the first or second week of school. Its purposes are first, to obtain a measure of each pupil's ability to spell; second, to aid the teacher in identifying those who are likely to need special help; and third, to afford a base for appraising the progress of each pupil during the half year.

The half-yearly test, or end test, is given when the work for the half year has been completed. The results of this test serve two main purposes. First, the average score of the class may be compared with the average score on the pretest, as a measure of the achievement of the entire group. Second, a comparison of the score of each pupil on the pretest and on the test at the close of the half year gives a measure of individual achievement. For example, a pupil in Grade Five, who compares a pretest score of 28 words right (56 per cent) with a half-yearly test score of 49 words right (98 per cent) has a real sense of satisfaction and accomplishment.

Lists of test words for Grade Four are given on pages 62–63 of the manual. Lists for Grade Five are on pages 98–99, and those for Grade Six are on pages 135–136. These tests and the accompanying dictation sentences, pages 63–67, pages 99–104, and pages 137–142, are for the teacher's use. The tests are in two parts, A and B. In case a pretest is given, it is recommended that Test A be used for that purpose and that Test B be used for the end test at the close of the half year. There is, however, no objection to using both forms

as a pretest and again as an end test, since the lapse of a half year will largely remove the likelihood of the pupil's memorizing the test words.

Dictation sentences are furnished also for testing both the New and Review Words of each week's lesson. Those for Grade Four are on pages 47–62, those for Grade Five are on pages 79–98, and those for Grade Six are on pages 118–135 of this manual. These sentences may be used on Wednesday or on Friday—or if the teacher wishes, on both days. They will probably be most helpful if used on Wednesday when the words are not as familiar as they will be later. If used on Wednesday, the teacher will, of course, not include the sentences containing Review Words. No sentences are given for the six-week review tests.

VI. The Aims of Spelling Instruction in the Middle Grades

The purposes or aims which should guide the teacher in the teaching of spelling in Grades Four, Five, and Six are as follows:

1. To teach the pupil to spell the words which he needs to use in his written expression, but more particularly in his friendly letters, notes, memoranda, themes, and in creative writing.
2. To increase the pupil's writing vocabulary, teach new meanings of words, and refine old meanings.
3. To improve the pupil's use of words in both speaking and writing.
4. To improve the pupil's methods of work in the mastery of new and difficult words.
5. To increase the pupil's ability to analyze words into their elements, to see likenesses and differences, and to use these facts in establishing the correct spellings of words.
6. To increase the pupil's interest in spelling, his satisfaction in spelling accurately, and his insight into the importance and use of spelling in his written expression.
7. To introduce the pupil to the dictionary and give him constant practice in using the dictionary to determine correct spelling, pronunciation, and word meaning, thus developing "the dictionary habit."

8. To increase the pupil's knowledge and use of word roots, suffixes, and prefixes.

9. To introduce and apply the more simple, common, and functional rules for forming plurals and adding suffixes.

10. To teach the pupils to write possessive forms.

11. To introduce and develop the terminology useful in the study of words, including the words *homonym*, *synonym*, *compound*, *root*, *suffix*, *prefix*, *singular*, *plural*, *vowel*, *consonant*, *contraction*, and *possessive*.

12. To develop the desire on the pupil's part to spell accurately in all his written work and to use the rules for learning to spell new words encountered in his writing in school.

13. To develop the ability to spell accurately words encountered by the pupil in his school writing but not sufficiently important or frequent to be found in spelling lists.

14. To help the pupil avoid error in spelling by developing the habit of using the dictionary when in doubt, carefully proofreading all written work, and mastering new and difficult words as they are met.

15. To develop a spelling conscience, a pride in spelling well, and sensitivity to misspelling—attitudes essential to the maintenance of good spelling in school and out.

The following skills and abilities have been developed in Grades Two and Three and in the preschool period, and are essential to the effective use of oral and written language at any level. The list will be useful to the teacher in diagnosing the weaknesses of pupils who do not appear ready for the work of the middle grades. If a pupil lacks any of these abilities or is weak in their use, he will be retarded in his ability to learn spelling in Grades Four, Five, and Six. Remedial work may be necessary to overcome weaknesses. All pupils should be guided in maintaining and practicing these fundamental abilities and knowledges and in developing greater skill in their use.

The normal child should have developed, to some degree, the following abilities and knowledges:

1. The ability to follow oral and written directions

2. The ability to hear and make speech sounds accurately

3. The ability to comprehend the meanings of words as presented in simple stories and factual articles, when read either orally or silently.

4. The ability to locate new words in context
5. The ability to use familiar words in complete sentences
6. The ability to copy words and sentences accurately
7. The ability to recognize similar visual elements and common phonetic elements in words and to utilize these elements in the writing of new words similar in sound and structure
8. The ability to write the letters of the alphabet accurately and to avoid errors in spelling due to careless letter formation
9. The ability to use a systematic attack in the learning of new words through individual study of those words
10. The ability to make and keep word lists, records, and a progress chart.
11. The ability to make use of the alphabetical arrangement of words
12. The ability to pronounce new words successfully by sounding and blending familiar parts at sight
13. The ability to reproduce correctly the more difficult speech sounds, such as *th*, *d*, *t*, *b*, and *wh*
14. Knowledge of basic word meanings and the ability to learn new meanings as they appear; including interpretation of meanings from the context
15. Knowledge of the forming of plurals in *s* and *es*
16. Knowledge and use of the suffixes *s*, *es*, *ed*, and *ing*
17. Knowledge of the short and long vowels and ability to distinguish and mark them
18. Knowledge and use of the silent letter; especially the silent *e*, as a word ending
19. The ability to detect errors in spelling by comparing their own writing with the oral spelling or the correct form as presented in their word lists
20. Knowledge and use of opposites
21. Knowledge of certain homonyms, but not of the concept homonym itself
22. Knowledge and use of contractions found in the lists of the second and third grades
23. Knowledge and use of the capital letter at the beginning of the sentence, with proper names, the name of the deity, holidays, and with the days of the week

VII. Teaching Aids for Grade Four

This grade begins a period of abrupt transition in most schools. Heavy demands are made upon the child's ability to learn the meanings, spellings, and use of new words appearing in his school reader and in his geography, history, language, and science textbooks. Steady progress in the mastery of new words must be made. The integrated program found in *My Spelling* aids in achieving this progress.

SPECIFIC SKILLS AND ABILITIES DEVELOPED IN GRADE FOUR

The following analysis will give the teacher a complete view of the specific skills and abilities which are developed as a part of the spelling program for Grade Four. It will also help her in planning the lessons and in developing the unit themes which integrate spelling with the life and school activities of the pupil.

The analysis of specific learning items follows the textbook and workbook editions unit by unit. In order to facilitate reference to the pupil's book, the number of the lesson or lessons in which each item is presented is given. Careful checking of both editions will show that the two are essentially the same. At times the emphasis upon specific skills is slightly different, but in both editions each new word is included in at least one Working with Words exercise. The same skills are practiced in both editions.

This analysis is designed to show the completeness of the program of word study, its continuity, and the repetition and distribution of essential skills. The teacher should compare this analysis with Working with Words in the daily lessons and plan to give adequate emphasis to each learning exercise.

Items which occur only in the textbook edition are marked with a dagger (†); those which occur only in the workbook edition are marked with an asterisk (*). Items from the review exercises of the workbook edition are marked R. Those in both editions have no specific designation.

Unit I · Imaginary Trips to Other Lands

WORD ANALYSIS

Identifying letters and letter combinations:

Double letters: *ee* in *seem*, 1†; *ll* in *follow*, 1†; *oo* in *moon*, 1†; *ee* in *freeze*, 4; *oo* in *shoot*, 4; *rr* in *arrow*, 4†

Phonograms: *ie* in *piece*, 4†; *ea* in *wheat*, *bread*, *clear*, *leaves*, *meat*, *team*, *leather*, and *thread*, 6

Finding and hearing the common element in rhyme words; *nap–map*, 1; *cape–shape*, 1; *wise–rise*, 1; *met–set*, 1; *soon–moon*, 1*; *form–storm*, 1*

Seeing small words in larger ones: *anywhere*, 1†, 6*; *sometimes*, 3†, 6*

WORD BUILDING

Adding or dropping an ending without changing the root word:

Adding *s*: 3 R, 4 R

Droppings *s*: 2†, 4†, 6*

Adding or dropping *ed*: 2*, 3 R, 5, 6†

Adding *ing*: 3 R, 5 R

Adding or dropping *er*: *hunter*, 4; *build*, 5 R

Adding *er* and *est*: *fresh*, 4 R; *clear*, 6*

Changing *y* to *i* before adding *ed*: 6†

Changing a letter or letters to make a new word: *b* in *bare* to *c* and *d*, 5 R

DEVELOPMENT OF WORD MEANING

Using homonyms ("homonym" is not defined until Lesson 12): *bare–bear*, 4, 6*; *hole–whole*, 5†, 6*; *meet–meat*, 6*

Learning two meanings: *leaves*, 2

Matching words and definitions: 3*

USE OF THE DICTIONARY

Writing words in alphabetical order—first letter only: 1, 4, 5

Learning what a syllable is: 2

Writing words in syllables or recognizing syllables: 2, 3, 4, 5, 6

Finding words in the dictionary: 2, 3, 4†, 5

Reviewing the vowels: 3

Marking short and long vowels: 3, 5, 6

Identifying silent letters: final *e*, 3, 5, 6

RULES AND GENERALIZATIONS

If a word of one syllable ends in silent *e*, the other vowel usually has a long sound: 5

The vowels *ea* have different sounds in different words. Two of the most common are ē as in *wheat* and ĕ as in *bread*: 6

USING SPELLING WORDS

Writing a specific word: 2
Copying sentences: 3†, 5†
Filling in blanks: 4*, 5*

Unit II · Across the United States

WORD ANALYSIS

Identifying letters and letter combinations:

Double letters: *ee* in *deer*, 7†; *ll* in *valley*, 7†

Phonograms: *ai* in *mountain*, 7†; *ea* in *weather*, 10; *eam* in *dream* and *steam*, 11

Other letter combinations: *dr* in *hundred*, 8; the syllable *en* in *enjoy*, 11

Finding and hearing the common elements in rhyme words: *grove–drove*, 7; *back–track*, 7; *dream–stream*, 7; *peach–reach*, 7; *proud–cloud*, 7†; *sold–gold*, 8; *train–grain*, 8; *meat–wheat*, 8; *giving–living*, 8*; *man–plan*, 11; *lamp-camp*, 12; *hide–wide*, 12; *will–kill*, 12†; *mine–pine*, 12†; *same–tame*, 12; *sack–track*, 12

Seeing small words in larger words: *railroad*, 7†; *bus*, 9; *ahead*, 10; *thunder*, 10; *dusty*, 10; *farther*, 10

WORD BUILDING

Adding or dropping an ending without changing the root word:

Adding *s*: 8 R, 9†, 9 R, 11†, 12
Dropping *s*: 9, 12
Adding *es*: 12
Adding *ed*: 9 R, 12
Dropping *ed*: 7†, 9*, 12
Adding *ing*: 9 R
Adding *er* and *est*: *high*, 7, 12
Dropping *er*: *longer*, 11†

Dropping final silent *e* before an ending:

Before adding *ing*, observing the derived form: *riding*, 10; *raising*, *changing*, *smiling*, 12

Before adding *ed*: *raise*, *change*, 12; *smile*, 12†

Making words mean more than one (plural) or less than one (singular):

Adding *s*: 12
Droppings *s*: 9, 12
Adding *es*: 12

Observing that the final consonant is sometimes doubled before adding *ed*: *stopped*, 8

Changing a letter or letters to make a new word: *w* in *weather* to *l* and *f*, 11 R

DEVELOPMENT OF MEANING

Learning the meaning of the term "homonym": 12

Using homonyms: *whole–hole*, 7 R; *steel–steal*, 10, 12; *through–threw*, 10 R, 12; *dear–deer*, *flower–flour*, 12; *new–knew*, 12*

Learning two meanings: *present*, 9; *jam*, 9, 12†; *giant*, 12

Matching words and definitions: 8*, 12

Matching words and pictures: 8†

IMPROVEMENT OF PRONUNCIATION

automobile, 7†, 8 R; *geography*, *history*, *hundred*, 8; *different*, 10

USE OF THE DICTIONARY

Writing words in alphabetical order—first letter only: 8, 10, 11

Writing words in syllables or recognizing syllables: 7, 7 R, 8, 8 R, 10, 11, 12

Finding words in the dictionary: 7†, 8, 8 R, 9†, 10, 11, 12

Marking long and short vowels: 8, 11, 11 R

Identifying silent letters: final *e*, 8, 11

Noting change in meaning with change in pronunciation: *present*, 9†, 12*

OTHER RELATED LANGUAGE–ARTS SKILLS

Improving handwriting: *e* and *l*, 7†; *a*, *o*, 9; dotting *i* and crossing *t*, 9

Writing contractions: *wouldn't*, 11

Using capitals: for names of the months, 11

RULES AND GENERALIZATIONS

The final *e* in *ride* is dropped before *ing* is added: 10

Before adding *ed* to words like *raise*, *change*, *smile*, drop the final *e*: 12

USING WORDS

Filling in blanks: 7, 7 R
Writing a specific word: 7†, 9, 10, 11, 12
Copying a sentence: 10†
Using a spelling word in a sentence: 12

Unit III · Other Friends across the Sea

IDENTIFYING LETTERS AND LETTER COMBINATIONS

Consonant sounds: *s* as *s* and *z*, 15 R

Phonograms: *en* in *oven* and *eleven*, 14†; *ea* in *instead*, 16; *oa* in *coast*, 16*

Other letter combinations: *ough* in *though*, 14; *ough* in *enough*, 16; *ce* in *since*, 17*; *se* in *noise*, 17*

Finding and hearing common elements in rhyme words: *boat–goat*, 15, 18; *berry–merry*, 15; *dared–scared*, 17; *cloud–loud*, 17; *seat–beat*, 17; *awoke–smoke*, 17; *face–lace*, 18; *tie–lie*, 18; *mail–sail*, 18; *leak–weak*, 18; *save–wave*, 18; *book–hook*, 18; *funny–sunny*, 18*

Seeing small words in larger ones: *everything*, *understand*, 16

WORD BUILDING

Adding or dropping an ending without changing the root word:

Adding or dropping *s*: 13†, 14 R, 16†, 18
Adding or dropping *es*: 15†, 15 R
Adding or dropping *ed*: 13 R, 14 R, 15†, 17 R
Adding or dropping *ing*: 13 R, 14†, 14 R, 16, 17 R, 18
Adding *ly*: *quiet*, 16 R

Dropping final silent *e* before the ending:

Before adding *ing*: *skate* and *slide*, 16 R; *smoke*, *wave*, *skate*, *shine*, *slide*, 18; *lace*, 18†; *become*, 18*

Making words mean more than one or less than one:

Dropping *es*: 15†
Adding *s*: 18

DEVELOPMENT OF WORD MEANING

Matching words and pictures: 13†, 14†

Using homonyms: *sea–see*, 16; *week–weak*, 17, 18†; *hours–ours*, 17†; *sale–sail*, 18†

Learning two meanings: *coast*, 16†

Matching words and definitions: 18

IMPROVEMENT OF PRONUNCIATION

apron and *eleven*, 14; *bonnet*, 14†; *baker*, 14*; *enough*, 16; *hurry* and *engine*, 17; *forgot*, 17†

USE OF THE DICTIONARY

Arranging words in alphabetical order according to first, second, or third letters: 13*, 15, 16

Dividing words into syllables and recognizing syllables: 13*, 14, 15, 17, 17 R

Finding words: 13†, 14, 15, 17

Marking long and short vowels: 15

Identifying silent letters: final *e*, 15

Using guide words: 13†, 14*, 18*

OTHER RELATED LANGUAGE–ARTS SKILLS

Improving handwriting: *e* and *l*, 15†; *m* and *n*, 18; *n* and *u*, 18

Writing contractions: *couldn't*, *hasn't*, *it's*, 17

RULES AND GENERALIZATIONS

Many words add *ing* without making any change in form: 18

Before adding *ing* to words like *shine*, drop the final silent *e*: 16, 18

USING SPELLING WORDS

Writing a sentence: 13 R, 16†, 18†

Writing a specific word: 14, 18

Making a sentence: 14†

Copying sentences: 17†

Filling in blanks: 17*, 18

Unit IV · Good Times Together

WORD ANALYSIS

Identifying letters and letter combinations:

Double letters: *ll* in *ill*, 20; *dd* in *add*, 20; *oo* in *choose* and *smoothly*, 21†

Phonograms: *ea* as *ē* in *leader*, *easy*, *tease*, *speak*, *neatly*, 21; *ur* in *surprise*, 23

Initial consonant blends: *str* in *strike*, 21†

Other letter combinations: *al* in *already*, 23†; *ble* in *able*, 23†; *sw* in *answer*, 23*

Finding and hearing common elements in rhyme words: *bite–kite*, 19†; *trip–slip*, 20*; *road–load*, 20*; *ripe–wipe*, 20*; *mist–list*, 20*; *wrote–note*, 20*; *worn–torn*, 21; *main–gain*, 21; *care–share*, 21†; *gate–hate*, 22†; *pail–fail*, 22†; *hit–quit*, 22†; *shore–score*, 22†; *melt–belt*, 23; *wire–tire*, 23; *dare–scare*, 23; *crown–drown*, 23*

Seeing small words in larger ones: *himself*, 19†, 24; *someone* and *anyone*, 20, 24; *nor* and *sink*, 23; *learning*, *beach*, and *already*, 23†; *football*, *baseball*, and *nobody*, 24

Adding or changing a letter or letters to make new words: *him* in *himself* to *her* and *my*, 19†; *d* in *drown* to *c*, 23†

WORD BUILDING

Adding or dropping an ending without changing the root form:

Adding *s*: 19†, 19 R, 20, 20 R, 22†
Adding *es*: 24
Adding *ed*: 21 R, 22†, 24
Adding *ing*: 21 R, 22, 24*
Dropping *ing*: 19†, 22*
Adding *er*: *speak*, 24
Dropping *er*: *helper*, *leader*, 24

Dropping final *e* before adding the ending:

Before *ed*: *paste*, 19†; *excuse*, *hate*, *invite*, *tire*, 24; *behave*, 24†; *share*, *scare*, 24*
Before *ing*: *paste*, 19†; *excuse*, *hate*, *invite*, *tire*, 24; *behave*, 24†; *share*, *scare*, 24*

Making words mean more than one: adding *es*, 24

DEVELOPMENT OF WORD MEANING

Learning two meanings: *club*, 20†, 24*; *excuse*, 22†, 23 R; *sink*, *stamp*, *tire*, *act*, and *score*, 24†; *slip*, 24*
Matching words and pictures: 22
Matching words and definitions: 24*
Using homonyms: *through–threw*, 22†

IMPROVEMENT OF PRONUNCIATON

family, 23

USE OF THE DICTIONARY

Arranging words in alphabetical order: 19, 20†, 24†

Finding words in the dictionary: 20†, 21, 22, 23, 23 R, 24

Dividing words into syllables and recognizing syllables: 19*, 20*, 21, 22, 23, 24

Marking long and short vowels: 20†, 24

Identifying silent letters: final *e*, 20, 21*, 23†, 24; *w* in *wrote*, 20; *b* in *combed*, 21; *w* in *answer*, 23†

Using guide words: 20, 23

Learning the meaning of "accent" and "accent mark": 21

Placing accent marks correctly: 21, 22, 23, 24

Noting change in meaning with change in pronunciation: *excuse*, 22†, 23 R

OTHER RELATED LANGUAGE-ARTS SKILLS

Improving handwriting: *o*, 19

Using capital letter: *Indian*, 19 R

Using *choose* and *chose* correctly: 22 R

Writing contractions: *I'll*, 23

RULES AND GENERALIZATIONS

Words ending in silent *e* drop the *e* before adding *ed* or *ing*: 19†, 24

USING THE SPELLING WORDS

Writing a specific word: 19†

Using the words in sentences: 20†, 20 R, 22†, 22 R, 24

Using "words that describe" in sentences: 24†

Unit V · Our Flag and Our Country

WORD ANALYSIS

Identifying letters and letter combinations:

Phonogram: *ei* in *neighbor*, 27

Consonant blends: *cl* in *closed*, 29†

Other letter combinations: *en* in *enjoyed*, 26†; *ose* in *whose*, 27

Finding and hearing the common elements in rhyme words: *taught–caught*, 25†; *belt–felt*, 25†, 30; *tied–died*, 25†; *cooking–looking*, 25†; *mailed–sailed*, 25†; *woke–spoke*, 26; *cloud–proud*, 26, 30†; *chance–dance*, 26, 30†; *bee–tree–free*, 26; *laid–paid*, 27; *hatch–patch*,

27; *paw–law*, 27; *find–mind*, 27; *plate–state*, 28; *blamed–named*, 28†; *pipes–stripes*, 28†; *bought–ought*, 28*; *rung–hung*, 28*; *cars–stars*, 28*; *spoken–broken*, 29; *tore–sore*, 29; *beets–eats–streets*, 29; *stand–grand*, 29*; *gift–lift*, 29*; *bad–sad*, 29*; *meat–treat*, 30; *beast–feast*, 30*; *handle–candle*, 30*; *kind–mind*, 30*

Seeing small words in larger ones: *older* and *worked*, 27; *lend* and *anybody*, 27†; *careless*, 29†

WORD BUILDING

Adding or dropping an ending without changing the root word:

Adding and dropping *s*: 26 R, 27†, 30

Adding *es*: 29 R, 30

Adding and dropping *ed*: 27†, 28, 28 R, 29, 30

Adding *ing*: 27†, 28 R, 29, 29 R, 30

Adding *er*: *lead*, 26

Adding *ful*: *cheer*, 29†, 30*; *tear* and *truth*, 30*

Adding *ly*: *sure* and *honest*, 28 R

Dropping final *e* before adding the ending:

Before adding *ed*: *surprise*, 25 R

Before adding *ing*: *surprise*, 25 R; *loving*, 26, 30; *dancing*, 29, 30; *losing*, 30

Making words mean more than one by adding *s* or less than one by dropping *s*: 30

DEVELOPMENT OF MEANING

Recognizing opposites: *poor–rich*, 25†; *old–young*, 26, 30; *peace–war*, 26†, 30; *win–lose*, 26; *younger–older*, 30; *right–wrong*, 30; *false–true*, 30; *glad–sad*, 30

Learning two meanings: *board*, 25†; *tear*, 28†, 30*; *lead*, 30

Matching words and pictures: 27

Matching words and definitions: 30*

IMPROVEMENT OF PRONUNCIATION

poem, 28

USE OF THE DICTIONARY

Writing words in alphabetical order: 25, 27, 29*

Finding words: 27, 28, 29, 30

Dividing words into syllables and recognizing syllables: 25†, 27 R, 28, 29, 29 R, 30†

Marking long and short vowels: 25 R, 29, 29 R, 30†

Identifying silent letters: *h* in *honest*, 27; *w* in *wrong*, 28; final *e*, 30

Using guide words: 28

Placing the accent mark correctly: 25†, 28, 29, 30†

Finding two meanings and pronunciations: *tear*, 28†, 30*; *lead*, 30

OTHER RELATED LANGUAGE-ARTS SKILLS

Improving handwriting: crossing *t*'s, 26

Using capital letters correctly: *America*, 25, 30; *Thanksgiving*, 25, 30; *Pilgrims*, 25, 30; names of months, 25, 30; *Bible*, 27, 30

RULES AND GENERALIZATIONS

Review of adding *ing* to words ending in silent *e*: 30

Words ending in *ch* usually add *es* instead of *s*: 30

USING THE SPELLING WORDS

Writing a specific word: 26, 26 R, 29

Copying sentences: 26†

Filling in blanks: 26*

Using words in sentences: 25†, 28†, 30

Using "words that describe" in sentences: 30

Unit VI · Enjoying Outdoor Friends

WORD ANALYSIS

Identifying letters and letter combinations:

Double letters: *tt* in *sitting*, 31†; *tt* in *cutting*, 32; *pp* in *dropped*, 32; *nn* in *running*, 34†; *oo* in *smooth*, *roots*, *brook*, *goose*, *rooster*, *poor*, 36*

Phonograms: *ie* in *believe*, 33; *oi* in *spoil*, 33

Consonant blends: *cr* in *crawl*, 33; *sm* in *smart* and *smooth*, 35

Other letter combinations: *in* in *inches* and *insects*, 33*

Finding and hearing the common element in rhyme words: *nice–mice*, 32; *pig–dig*, 32; *cap–nap*, 32; *cost–frost*, 32; *sunk–trunk*, 32†; *dress–less*, 33; *rip–tip*, 33; *block–knock*, 33; *prize–size*, 33; *shiny–tiny*, 33†; *dark–bark*, 33*; *beating–eating*, 33*

Seeing small words in larger ones: *sunshine*, 31†; *maybe* and *somewhere*, 32; *breakfast*, 34†, 35 R

Changing a letter or letters to make a new word: *s* in *sitting* to *h* and *kn*, 32 R; changing *est* to *er* in *smallest* and *largest*, 33; *dr* in *dropped* to *st*, 33 R; adding *up* and *down* to *stairs*, 35

WORD BUILDING

Adding an ending without changing the root word:

Adding and dropping *s*: 32†, 32 R, 33†, 33 R, 34 R, 35†, 36†
Adding and dropping *es*: 33†, 36
Adding and dropping *ed*: 32†, 34†, 34 R, 36†
Adding and dropping *ing*: 32†, 34 R, 36
Adding and dropping *ly*: *sudden*, 32; *really*, 33
Dropping *y*: *lucky*, 32; *dirty*, 35†

Noticing the double consonant in words like *sitting*, *running*, *cutting*, and *dropped*: 31†, 32, 34†, 36

Observing how to double the final consonant before adding *ing* (derived forms given): *beg*, *nap*, *dig*, 36; *tip*, 36*

Forming plurals (making words mean more than one):

Adding *es*, 36
Changing a letter or letters: *goose–geese*, 36; *mouse–mice*, 36

DEVELOPMENT OF WORD MEANING

Using homonyms: *blew–blue*, 31†, 36; *meet–meat*, 36

Recognizing opposites: *rich–poor*, 36; *dull–sharp*, 36; *clean–dirty*, 36; *rough–smooth*, 36; *lucky–unlucky*, 36†

Learning two meanings: *bark*, 33†
Matching words and pictures: 34
Matching words and definitions: 31*, 36†

IMPROVEMENT OF PRONUNCIATION

January and *February*, 33; *toward*, 34

USE OF THE DICTIONARY

Arranging words in alphabetical order: 31†, 34, 35
Finding words: 31†, 33, 34
Dividing words into syllables and recognizing syllables: 31, 33, 36
Using guide words: 35
Identifying silent letters: final *e*, 34
Identifying vowels and marking long and short vowel sounds: 31R, 32*, 34

OTHER RELATED LANGUAGE–ARTS SKILLS

Improving handwriting: *l* and *e*, 31†; *t*, 36; *o* and *oo*, 36*
Writing contractions: *doesn't*, 34; *wasn't*, 35

Using capital letters: names of the months, 31†, 32, 33, 36
Using words correctly: *broke–broken*, 31 R; *don't–doesn't*, 35 R

USING THE SPELLING WORDS

Writing a specific word: 31†, 32, 33, 34, 35, 36
Making sentences: 33†

DICTATION SENTENCES FOR THE WEEKLY LESSONS

LESSON 1

New Words. 1. Frank and Tom are going on a *trip* to Canada. 2. They are learning how to read a *map*. 3. The map will be *useful* on their trip. 4. It will help them to *follow* their route. 5. Never before did a map *seem* so interesting. 6. The boys want to learn to go *anywhere*. 7. At camp they study the sun, *moon*, and stars. 8. They *rise* early to watch the sun come up. 9. They keep a record of the time for it to *set*. 10. They study the stars *during* the evening. 11. If there is a *storm*, they cannot see the stars. 12. On *clear* nights the boys find the Big Dipper. 13. It is called the Big Dipper because of its *shape*. 14. The boys look first for the *handle* of the Dipper. 15. Then they look for the outer *edge* of the Dipper. 16. This edge will *point* to the North Star.

LESSON 2

New Words. 1. Tom's uncle used to *travel* in Africa. 2. A part of that country is hot and *damp*. 3. Tom's uncle hunted wild animals in the *forest*. 4. His *path* led through the trees. 5. Sometimes the trees were *covered* with vines. 6. The vines and branches made a *roof* over the path. 7. He could not see through the thick *leaves*. 8. One day he came to a village of *thirty* houses. 9. He saw *forty* boys and girls running about. 10. The *village* chief was sitting in a huge chair. 11. In the trees above him *monkeys* chattered. 12. They were jumping from *branch* to branch. 13. Once a great *snake* crawled across his path. 14. At a water hole an *elephant* cooled himself. 15. Tom's uncle never liked the roar of a *lion*. 16. He thinks the *tiger* is a dangerous animal.

Review Words. 1. Bomba lives in a hot *country*. 2. Would you want monkeys to *climb* above your head? 3. Be careful not to *handle* strange animals. 4. This *storm* may delay the ship. 5. It rained much *during* the month of April. 6. What animal is *useful* for its

fur? 7. Tom's knife has a sharp *edge*. 8. The boys did not go *anywhere* this evening.

LESSON 3

New Words. 1. The American soldier saw a *tent*. 2. It was the home of a *desert* family. 3. There was little *shade* about the home. 4. The sun *sometimes* became very hot. 5. The father had gone to another village to *trade*. 6. He rode his camel across the *sand*. 7. A *camel* is the best animal for desert travel. 8. The family has a *flock* of sheep. 9. They invited the soldier to eat some *dates*. 10. They also gave him a cup of *coffee*. 11. It tasted *fresh* and hot. 12. The camels eat *hay*. 13. The desert boy is *fond* of his pet goat. 14. He doesn't like to think of *selling* it. 15. The mother gave the soldier some *fruit*. 16. He put it in his *leather* bag and took it to camp.

Review Words. 1. How much *money* have you saved? 2. What *color* do you like best? 3. There were *forty* flags in the parade. 4. The tree is *thirty* feet tall. 5. Mother *covered* the cake with frosting. 6. In the fall, many *leaves* turn orange and red. 7. The *village* stood at the edge of the forest. 8. Jumbo was a big *elephant*.

LESSON 4

New Words. 1. The Eskimo *hunter* sits in his igloo. 2. He has no *stove* in his home. 3. The Eskimo will not *freeze*. 4. The *lamps* keep the igloo warm. 5. He burns *oil* in the lamps. 6. His *team* of dogs is just outside the door. 7. The dogs like to eat *meat*. 8. He has *given* the dogs their food. 9. Each dog has a large *piece* of meat. 10. The animals eat *raw* meat. 11. Tomorrow the hunter wants to *shoot* a bear. 12. He hopes to have good *luck*. 13. Will the hunter take his *bow*? 14. The *arrow* might not kill a bear. 15. He decides to take his *gun*. 16. He likes the cold *bare* land that is his home.

Review Words. 1. Do you *often* read Eskimo stories? 2. These *people* live in a cold land. 3. The Eskimos eat very little *fruit*. 4. Should children drink *coffee*? 5. What people live in the *desert*? 6. The blacksmith wore a *leather* apron. 7. The air smells *fresh* after a rain. 8. Fred wants to *trade* his knife for a ball.

LESSON 5

New Words. 1. Chang is *twelve* years old. 2. He is busy the *whole* year round. 3. His main job is *helping* his father. 4. Chang and his father must *raise* food for the family. 5. The main food of the

Chinese is *rice*. 6. This year they will have a fine *crop* of rice. 7. Chang must *pump* water for the plants. 8. The water wheel must be *turned* around and around. 9. Chang's father has *pulled* some young rice plants. 10. The plants will be *carried* to the rice field. 11. The *field* is swampy and wet. 12. The rice will be *planted* by hand. 13. It is planted in *rows*. 14. Sometimes Chang picks leaves for *hungry* silkworms. 15. The silk is spun into *thread*. 16. The thread is woven into *cloth*.

Review Words. 1. The boys are going to *build* a hut. 2. Please tell me *which* road leads to the city. 3. Frank had a *piece* of apple pie for lunch. 4. I hope the cold does not *freeze* our garden. 5. The hungry dogs were *given* a piece of meat. 6. Mother Hubbard's cupboard was *bare*. 7. Our football *team* won every game. 8. Larry likes *raw* carrots.

LESSON 7

New Words. 1. One day in *June* the Browns took a trip. 2. They *started* before sunrise. 3. They traveled in their new *automobile*. 4. Father wished to *reach* the mountains early. 5. He wanted to fish in a cool mountain *stream*. 6. The road climbed *higher* and higher. 7. Pretty wild flowers were growing *among* the trees. 8. A *deer* was standing near the road. 9. The *mountain* air became cool and pleasant. 10. Mr. Brown *drove* the car into an open space. 11. Frank could see a white *cloud* above his head. 12. The *highest* peak almost touched the cloud. 13. Mother *waited* for Father to bait her hook. 14. Mary walked toward a little *valley*. 15. In the distance she saw the *railroad*. 16. A long train was on the *track*.

Review Words. 1. Mrs. West is my *aunt*. 2. She *can't* go with us today. 3. The trucks *carried* a heavy load. 4. We ate a *whole* melon at the picnic. 5. Frank felt *hungry* after fishing. 6. The deer *turned* and ran into the forest. 7. Jane *planted* some sunflowers near the porch. 8. Helen needs some yellow *thread* to match her dress.

LESSON 8

New Words. 1. Mr. Lincoln owns a *hundred* acres of land. 2. On them he is *raising* many valuable products. 3. His farm lies on *either* side of the road. 4. On one side of the road is a *wide* meadow. 5. On the other side is a big field of *grain*. 6. Mr. Lincoln looked across his field of *wheat*. 7. The wheat was as yellow as *gold*. 8. He

stopped to count his horses. 9. They were standing under some *oak* trees. 10. Mr. Lincoln raises corn for his *hogs*. 11. He sells much of his wheat for *flour*. 12. Mr. Lincoln likes *living* in the country. 13. See him *smile* as he walks toward the barn. 14. He will let us *picnic* in his woods. 15. Mr. Lincoln knows the *history* of our town. 16. He knows about its *geography* too.

Review Words. 1. The boys *helped* to pick the apples. 2. Jim said *good-by* and climbed aboard the train. 3. The stream runs along a narrow *valley*. 4. Ruth *waited* an hour for her mother. 5. The girls walked *among* the pine trees. 6. What is the *highest* mountain you have ever climbed? 7. Father's *automobile* is blue and gray. 8. The *mountain* is covered with snow.

LESSON 9

New Words. 1. The Blacks were *driving* to the city. 2. They went *through* many villages. 3. They *passed* large farms. 4. Then things began to *change*. 5. First they saw a great *steel* factory. 6. It was *built* near the edge of a city. 7. Farm *tools* are made there. 8. Soon they *reached* the city. 9. Billy and Susan were *tired*. 10. The city was hot and *noisy*. 11. They were caught in a traffic *jam*. 12. Next day the Blacks took a *bus* to the shopping center. 13. They bought a *present* for Grandmother. 14. It was a *silver* pin. 15. Mother bought a *tray* also. 16. Then they went to visit a *cousin* in the city.

Review Words. 1. Bill wants to *learn* to drive a car. 2. The *early* settlers were called pioneers. 3. The *geography* class took a trip to the farm. 4. Henry knows much about the *history* of his town. 5. Jane will answer the letter *either* today or tomorrow. 6. Our school *picnic* is on Saturday. 7. The Browns *stopped* by a mountain stream. 8. The old tree is more than a *hundred* years old.

LESSON 10

New Words. 1. On the plains Tom could see many miles *ahead*. 2. Almost a *mile* away Tom saw a cowboy. 3. Still *farther* away he saw many cattle. 4. The cowboy began *riding* slowly. 5. He was watching the *cattle*. 6. There seemed to be a *thousand* animals. 7. The cowboy *raised* himself in his saddle. 8. The cowboy keeps the cattle free from all *danger*. 9. He does not let anyone try to *steal* them. 10. He makes sure that they have *plenty* of water. 11. Everywhere the *earth* was brown and dry. 12. Tom did not like

the *dusty* road. 13. He did not like the hot *weather*. 14. He wished for a *thunder* storm. 15. This country was *different* from that near his home. 16. Tom was *seeing* many new sights.

Review Words. 1. The building in *front* of us is very old. 2. It has *stood* there for nearly one hundred years. 3. What makes this city so *noisy*? 4. My *cousin* lives in a big city. 5. The high-school band *passed* down the street. 6. Does traveling make you *tired*? 7. Our train ran *through* a long tunnel. 8. Uncle Tom *built* a new home in the country.

LESSON 11

New Words. 1. The Smith family stopped at a *camp* in the park. 2. Their cabin was heated by *steam*. 3. All about it were tall *pine* trees. 4. The first night Ted had a *dream*. 5. He thought the park was the home of a *giant*. 6. The Smiths spent the first week of *August* in the park. 7. They had a *plan* for every day of their visit. 8. Once a *tame* bear stuck its nose in the cabin. 9. No one may *kill* the bears in the park. 10. Every *animal* there is safe from hunters. 11. It *wouldn't* be wise to break park rules. 12. Ted wanted to see every *inch* of the park. 13. Now the family is going to see a *wonderful* canyon. 14. Ted says they will *enjoy* the horseback rides. 15. He can hardly wait until *tomorrow*. 16. He wants to stay *longer* than a week.

Review Words. 1. A short word *isn't* always easy to spell. 2. The caretaker *showed* us about the park. 3. Pine trees are *different* from oaks. 4. Tom wanted to go *farther* up the mountain. 5. How many hundreds are in a *thousand*? 6. The seals *raised* their heads above the water. 7. Our garden needs *plenty* of rain. 8. Do you like summer *weather*?

LESSON 13

New Words. 1. Harry was going on an *ocean* trip. 2. His father *bought* the tickets. 3. Each *ticket* was good for one person. 4. The big steamer set *sail* on a bright May morning. 5. Harry liked the *sunny* decks of the boat. 6. One day nearly *everyone* was on deck. 7. Someone saw a whale *swimming* near the ship. 8. Harry *wished* that he might have a picture of it. 9. He ran to his *bedroom* for his camera. 10. When the sun did not *shine*, Harry stayed inside. 11. Sometimes a big *wave* broke over the deck. 12. The sky was

dark and *gray*. 13. The people on the ship gave a *program*. 14. Harry enjoyed the *music* most of all. 15. The r*adio* is useful on big ships. 16. Father cannot get along without the *news*.

Review Words. 1. Let us wait *until* the storm is over. 2. The children *stayed* indoors during the storm. 3. The whale is the largest *animal* in the sea. 4. Have you learned how to spell *August*? 5. The day that is always one day away is *tomorrow*. 6. The kittens *wouldn't* stay in their box. 7. The glider is a *wonderful* invention. 8. Bill and Jack always *enjoy* a good ball game.

LESSON 14

New Words. 1. Jean's *rabbit* is always hungry. 2. It ate some *peas* in the garden. 3. Mother is afraid it will eat the *beans*. 4. Jean says the rabbit does not like *potatoes*. 5. The family does not have much *sugar*. 6. Some sugar is made from *beets*. 7. They buy *salt* at the village store. 8. The *baker* is a busy man. 9. He bakes his bread in a great brick *oven*. 10. He wears a white *apron* when he is baking. 11. Even *though* he bakes many loaves, his bread is soon gone. 12. Mother does her *cooking* in the little kitchen. 13. Marie helps her mother with the *sewing*. 14. Mother does her *washing* out of doors. 15. Jean is *eleven* years old. 16. Jean loves to see his Mother wear her white lace *bonnet*.

Review Words. 1. Can you spell *Wednesday*? 2. The last day of the week is *Saturday*. 3. Fred goes *swimming* in a lake near his home. 4. Anne *wished* for a pair of skates. 5. The water of the *ocean* is salty. 6. Jack got a *radio* for Christmas. 7. It was *bought* in a big store. 8. Let's buy a *ticket* for the football game.

LESSON 15

New Words. 1. Hans and Trina like to *skate*. 2. Trina has a *merry* laugh. 3. The children wear *thick* woolen mittens. 4. Mother knits their warm *stockings*. 5. She makes Trina's *dresses*. 6. Sometimes Trina looks as *cute* as a Christmas doll. 7. Mother is teaching Trina to make *lace*. 8. One day the pet *goat* got away. 9. Hans saw the goat *slide* down a bank. 10. It was so *steep* the goat could not climb back. 11. When spring comes, the snow *melts*. 12. The water rushes down the *quiet* valley. 13. Soon Father will let the goats out of their *shed*. 14. Hans will drive the goats to the mountain *pasture*. 15. Hans has *learned* much about goats from his father. 16. The warm sunshine makes Hans feel *lazy*.

Review Words. 1. Supper was *kept* warm until we arrived. 2. It was almost eight *o'clock*. 3. Mother made potato chips from the new *potatoes*. 4. What kind of team has *eleven* players on it? 5. We shall have our party even *though* it does rain. 6. Trina's mother is busy *sewing*. 7. Mother puts plenty of *sugar* in her apple pies. 8. Do you grow green *peas* in your garden?

LESSON 16

New Words. 1. The *coast* of Norway is rocky and steep. 2. The fishermen use a *net* to catch their fish. 3. They do not put a worm on a *hook*. 4. For the big ocean fish they would need a strong *line*. 5. They fish from boats *instead* of from the shore. 6. Fishermen enjoy *teaching* their sons how to fish. 7. The boys try to learn *everything* at once. 8. The boys want to go to *sea*. 9. First they must *understand* how to sail a boat. 10. The boys *obey* their fathers. 11. They want to *become* good fishermen. 12. Sometimes the boys climb on a great *rock*. 13. They *lie* down and look far out to sea. 14. It is warm when the sun is *shining*. 15. The fishing boats are many miles from the *shore*. 16. In Norway the summers are short, but there is *enough* sunshine to raise some grain.

Review Words. 1. The fishermen are not *afraid* of the big waves. 2. Sometimes they have to *guess* where the fish are. 3. They like best to fish on a *quiet* day. 4. Peter has a *cute* little puppy. 5. Shep brings the cows from the *pasture*. 6. Judy has two new *dresses*. 7. When the pond freezes, it will be fun to *skate*. 8. It will be fun to *slide* downhill too.

LESSON 17

New Words. 1. The Browns had to *hurry* to catch their plane. 2. Father almost *forgot* his hat. 3. Mary could feel her *heart* pound. 4. It had never *beat* so fast. 5. Jack's knees were *weak* and shaky. 6. But they all *climbed* aboard. 7. They weren't really *scared*. 8. The *engine* began to roar. 9. People could not talk above the *noise*. 10. Soon the noise did not seem so *loud*. 11. For three *hours* the plane flew over water. 12. Mary *couldn't* see any land. 13. Then suddenly she saw the *smoke* of their home city. 14. "It *hasn't* seemed long," she said. 15. The Browns have talked about the trip ever *since* they got home. 16. Jack says *it's* the best way to travel.

Review Words. 1. I made this bookmark for you *myself*. 2. Billy can hardly *wait* for Christmas to come. 3. The sun is *shining* today.

4. Mother sent me to the store *instead* of Betty. 5. John tries to *understand* every lesson. 6. He wants to be a pilot when he is old *enough*. 7. Do you like to *lie* in the shade of a tree? 8. The boys *obey* the rules of the club.

LESSON 19

New Words. 1. The children planned their *fourth* hobby show. 2. Each child who had a *hobby* brought something for the show. 3. The things for the show were placed on *wooden* tables. 4. It looked as though *Santa Claus* had made a visit. 5. Our fathers and mothers came to the *building*. 6. More than *fifty* children took part in the show. 7. Our principal always enjoys *himself* at this show. 8. It was he who first *thought* of having it. 9. He thinks every *pupil* should have a hobby. 10. Joe brought a *kite* that looked like a bird. 11. Henry's blue monoplane *won* first place at the show. 12. It had already taken a *prize* in a flying contest. 13. The contest had been held at the *county* fair. 14. John's exhibit was a *whale* that he had carved from a block of wood. 15. Lucy's *stamp* book showed many different stamps. 16. She *pasted* these stamps in her new album. 17. There are different kinds of stamps on every *page*. 18. Jerry is *putting* his rock collection in boxes.

Review Words. 1. Every school *should* have a hobby show. 2. My hobby is collecting *Indian* arrowheads. 3. I think *it's* fun to hunt for them. 4. Henry *couldn't* believe he had won the prize. 5. The date for the next show *hasn't* been set. 6. Henry had a wind-up *engine* in his monoplane. 7. After the show the children will *hurry* home. 8. That *noise* is the cheering of the children.

LESSON 20

New Words. 1. Mary is *ill* with mumps. 2. The fourth grade *wrote* her a letter. 3. They told her about their new *club*. 4. Miss Hill sent a short *note*. 5. Mary wanted *someone* to talk to her. 6. She watched the men deliver a *load* of coal. 7. She saw the delivery boy *carrying* groceries. 8. She saw her puppy *slip* through the gate. 9. She saw Mr. Black *wipe* the dust from his car. 10. She wondered if *anyone* would come to her house. 11. She heard Mother *enter* the room. 12. Mother needed a *helper*. 13. She asked Mary to write her shopping *list*. 14. Mother wants a new *broom*. 15. She wants a *bunch* of carrots. 16. She told Mary to *add* potatoes to the

list. 17. Mother will have a *heavy* load. 18. Perhaps someone will *offer* to help her.

Review Words. 1. Jack is careful not to *break* his new skates. 2. Jane *didn't* bring her lunch to school. 3. Lucy is *putting* the dishes away for her mother. 4. Mary is writing a story about a *whale*. 5. The club offered a *prize* for the best poem. 6. Every *pupil* tried to win the prize. 7. Wednesday is the *fourth* day of the week. 8. In what *county* do you live?

LESSON 21

New Words. 1. The boys play football during *recess*. 2. First they *choose* sides. 3. Sometimes the girls *tease* to play with them. 4. Today the boys will *invite* the girls to play. 5. Mike has *torn* his sweater. 6. A rough game is hard on *clothing*. 7. Mike was dressed very *neatly* when he started to play. 8. His hair was carefully *combed* too. 9. It certainly does not lie *smoothly* now. 10. Betty heard the clock *strike* four. 11. The club will have a *meeting* after school. 12. Jack will be the *leader*. 13. Martha is *dressing* for the school play. 14. She will *speak* the prologue of the play. 15. It is not an *easy* part to have. 16. We will *share* our popcorn with you. 17. Jim hopes to *gain* first place in the race. 18. Do you say *hello* when you see your friends?

Review Words. 1. At recess the boys *tried* their new bat. 2. Are you *getting* a new tablet for school? 3. Grandmother *wrote* us a long letter. 4. We should always *enter* the house quietly. 5. The boys will wear *heavy* boots this winter. 6. The farmer was hauling a *load* of hay to town. 7. Jane is a good *helper*. 8. She will *offer* to play with the baby after school.

LESSON 22

New Words. 1. When Bob hit a home run, the *score* was tied. 2. The new *baseball* sailed over the fence. 3. The fielder was *trying* his best to catch it. 4. Bill *threw* the ball to home plate. 5. The ball glanced off the catcher's *glove*. 6. The catcher felt bad and wanted to *quit*. 7. He wanted someone *else* to take his place. 8. The captain told him to *finish* the game. 9. He said that *nobody* likes a quitter. 10. The catcher said that he would *hate* to lose the game. 11. You should not blame one *person* for losing a game. 12. It is best to *act* as if you expect to win. 13. It is *silly* to feel that you

cannot win. 14. There is no *excuse* for giving up. 15. The captain told the players to *behave* like champions. 16. From that time on, the game did not go *badly*. 17. This fall the boys will play *football*. 18. They will learn to play on even if they *fail* to win.

Review Words. 1. Are you going to the *valentine* party today? 2. Please sit *beside* me. 3. Let's *invite* the boys over for a game. 4. It rained at *recess* time; so Miss Burke read to us. 5. What kind of books do you *choose* to read? 6. Lightning may *strike* the tall tree. 7. Don't *tease* for what you want. 8. Our parrot has learned to say *hello*.

LESSON 23

New Words. 1. Father has a *surprise* for the children. 2. He is going to take them to the *beach*. 3. The *family* will go for the whole day. 4. Frank helped Father change a flat *tire*. 5. Then Father fixed the *belt* on the fan. 6. Frank is *learning* to swim. 7. He can swim a short distance *already*. 8. Betty would learn faster if the water did not *scare* her. 9. Neither she *nor* her chum likes to go far from shore. 10. They will enjoy *bathing* when they learn not to be afraid. 11. Betty is afraid she will *sink*. 12. Her mother wants her to be *careful*. 13. The lifeguard at the beach is an *able* fellow. 14. He has never let anyone *drown*. 15. He is teaching Jimmy how to *float*. 16. He will *answer* our questions about the ocean. 17. He does not try to *fool* us with wrong answers. 18. I think *I'll* be a lifeguard someday.

Review Words. 1. The children never before had *such* a good time. 2. Ruth sat still in the *middle* of the boat. 3. What was the *score* at the end of the game? 4. Have you an *excuse* for being late? 5. Our car is working *badly* today. 6. Mother will *finish* Ruth's new dress today. 7. When I got home, everyone *else* had arrived. 8. The boys *quit* playing when the rain began.

LESSON 25

New Words. 1. It was a cold day in *November*. 2. Priscilla was writing a letter from her new home in *America*. 3. A ship had *sailed* into the harbor a few days before. 4. It brought more *Pilgrims*. 5. Priscilla's letter would be on *board* when the ship returned to England. 6. She said that all the colonists were *looking* for letters from home. 7. Many people had *died* during the first winter. 8. The Pilgrims *felt* they were learning how to live in their new home. 9. An Indian *taught* them how to plant corn. 10. The men *caught* fish and

put one in each hill of corn. 11. The people are *thankful* that the Indians are friendly to them. 12. They are also thankful for God's *rich* blessings to them. 13. They will have a great *feast*. 14. The women will cook the wild turkeys that the men have *shot*. 15. The Indians will be *invited* to come to the feast. 16. They and the white men will eat *together*. 17. It will be the first *Thanksgiving*. 18. *December* will make them long for Christmas in England.

Review Words. 1. The stores were closed on *Thursday* afternoon. 2. The nuts *began* to fall in October. 3. The children are planning a *surprise* for Mother. 4. Bob is *learning* how to skate. 5. How many persons are in your *family*? 6. I have the *answer* to the question. 7. I have finished reading the book *already*. 8. Jack has a two-piece *bathing* suit.

LESSON 26

New Words. 1. Strong men must *lead* us when our country is in danger. 2. Many *times* in the past we have needed great leaders. 3. Our people do not like *war*. 4. Our men are always ready to fight to make people *free*. 5. In time of war we need a leader whom we can *trust*. 6. The *president* of a club must be a leader. 7. American boys like to read *stories* about great men. 8. Good stories have been *written* about George Washington. 9. When Washington *spoke*, the people always listened to him. 10. They knew that he spoke the *truth*. 11. People did not *lose* faith in him. 12. His mother spoke of him as a *loving* son. 13. She was *proud* of his fine record as a soldier. 14. Washington looked his best when he *rode* his favorite horse. 15. He *enjoyed* riding more than any other sport. 16. It is said that he liked to *dance*, too. 17. The *young* ladies must have liked to dance with him. 18. Washington was *brave* and strong.

Review Words. 1. Our old dog is a good *friend*. 2. The Indians *knew* how to raise corn. 3. How many Pilgrims were on *board* the boat? 4. Why do we have a *feast* on Thanksgiving? 5. My grandfather *taught* school at one time. 6. Fred *caught* a long fly, and that ended the ball game. 7. Did you have turkey for *Thanksgiving*? 8. How many days are there in *November*?

LESSON 27

New Words. 1. I am reading about a boy *whose* family was poor. 2. The story is *true*. 3. The boy was born in a *cabin* in Kentucky. 4 The nearest *neighbor* lived several miles away. 5. The farm was

just a small *patch* of land. 6. The boy was fond of *Bible* stories. 7. He offered to work for a neighbor who would *lend* him a book. 8. At night he read by the light of a *candle*. 9. The boy often *worked* in the fields. 10. He needed to *earn* money. 11. Sometimes a neighbor *paid* him for his help. 12. Everybody learned that the boy was *honest*. 13. The boy always helped animals that were in *trouble*. 14. He would *treat* even a pig with kindness. 15. The boy never did *anybody* harm. 16. When he was *older*, he went to school for a time. 17. His teacher said he had a good *mind*. 18. He studied *law* and became President. Who was he?

Review Words. 1. Ann was absent from school *yesterday*. 2. Let me *count* the apples in this bag. 3. Do you like *stories* of adventure? 4. Mother thinks that Helen is a *loving* daughter. 5. We *enjoyed* skating on the pond. 6. The mayor *spoke* to our school today. 7. Did Billy *lose* the race? 8. Lincoln School is *proud* of its health record.

LESSON 28

New Words. 1. The flag of the United States of America is sometimes *named* Old Glory. 2. We think Old Glory is the most *beautiful* of all flags. 3. The flag should fly *between* sunrise and sunset. 4. It should not fly on a *rainy* day. 5. The flag should always be *taken* down at sunset. 6. It should not fly at night, *unless* there is a special reason. 7. It *ought* not to be draped over a table. 8. No soldier likes to see the flag *touch* the ground. 9. It is *wrong* to use the flag for bunting. 10. The flag should not be allowed to *tear* during a storm. 11. It is wrong to *print* your name on the flag. 12. The flag should be *hung* where it can be easily seen. 13. What is the *number* of stripes on the flag? 14. For what do the *stripes* stand? 15. What do the *stars* mean? 16. What *state* was last to add a star to the flag? 17. Try to write a *poem* about your flag. 18. A good *reader* should read the poem to the class.

Review Words. 1. Are you *sure* you know how to use a flag? 2. We *heard* the band coming down the street. 3. Our *neighbor* always displays the flag on the Fourth of July. 4. Frank is a *true* friend. 5. An *honest* man returned my lost puppy. 6. Do you know *whose* birthday comes on February twelfth? 7. Frank had *trouble* in spelling the word Wednesday. 8. Did you ever *earn* any money?

LESSON 29

New Words. 1. *July* is one of our best summer months. 2. Schools are *closed* and the boys and girls play out of doors. 3. Many children take a *vacation* at a summer camp. 4. They have a *grand* time rowing and swimming. 5. On the Fourth of July they may watch the big *parade*. 6. Sometimes the Boy Scouts take part in the *march*. 7. People *cheer* as the boys pass by. 8. The men *lift* their hats when the flag goes by. 9. The young people sometimes have a *dancing* party. 10. It is such fun that each moment *passes* rapidly. 11. Children have been *burned* with fireworks. 12. That makes the whole neighborhood *sad*. 13. A friend of mine nearly lost his *finger*. 14. Never be *careless* with fireworks. 15. A burn is often very *sore*. 16. A *broken* arm may spoil a whole vacation. 17. Do you know what *streets* cross at that point? 18. What is your favorite *holiday*?

Review Words. 1. Dick goes to camp *almost* every year. 2. Mother invited *everybody* in my class to the party. 3. The children sang a *beautiful* song about the flag. 4. The Scouts marched *between* two groups of soldiers. 5. The answer to the problem is *wrong*. 6. A *rainy* day is a good time to read stories. 7. You *ought* to wear your rubbers. 8. Jim forgot to *touch* third base.

LESSON 31

New Words. 1. It was a bright day in the month of *May* 2. Nancy went to the *telephone*. 3. She asked Clara to go for a walk in the *sunshine*. 4. The girls *walked* hand in hand to the woods. 5. A little *brook* ran through the woods. 6. On the bank they saw some pretty *violets*. 7. The girls have found them *growing* there each spring. 8. They sat on the *roots* of a big tree to rest. 9. The girls walked through a *lovely* old orchard. 10. The *smell* of blossoms filled the air. 11. Just then the wind *blew* through the branches. 12. The *peach* blooms were scattered here and there. 13. Nancy likes the smell of *cherry* blossoms. 14. The *pear* blossoms are not sweet. 15. The bees were *busy* everywhere. 16. A *honey* bee lighted on Clara's head. 17. He thought he was *sitting* on a flower. 18. The bees have come to *gather* honey.

Review Words. 1. A *leaf* fell on Nancy's head. 2. I always *feel* happy on a bright sunny day. 3. We had no *holiday* in April. 4. Our *vacation* begins in the middle of June. 5. The leaves were *dancing* about through the orchard. 6. A *broken* branch had no blos-

soms on it. 7. The blossoms scattered everywhere brought *cheer* to the passers-by. 8. The flowers in the garden looked like a gay *parade*.

LESSON 32

New Words. 1. One day late in *September* Jack went to the woods. 2. He had been waiting for the *frost* to ripen the nuts. 3. He heard a noise and came to a *sudden* stop. 4. Something *dropped* from the tree above his head. 5. A *squirrel* jumped from the branch of the tree. 6. The squirrel had a nest *somewhere* near by. 7. Jack decided to keep quiet and *listen*. 8. He thought that *maybe* he would see the squirrel. 9. Soon he hard a *cutting* sound. 10. The squirrel was using its *sharp* teeth. 11. A *minute* later the squirrel jumped to another tree. 12. Jack saw it enter a hole in the tree *trunk*. 13. On the way home Jack saw some field *mice*. 14. They live in holes they *dig* in the ground. 15. Soon they will be ready for a long winter's *nap*. 16. Jack thinks he is *lucky* to live near the woods. 17. In *October* the leaves will begin to fall. 18. Do you *wonder* why Jack likes the woods?

Review Words. 1. Pete likes to go fishing with his *uncle*. 2. He has a pole and line that *used* to belong to Jack. 3. The boys set up a *telephone* in the attic. 4. Pete never gets tired of *sitting* along the river. 5. Uncle Paul has many *cherry* trees. 6. What is more *lovely* than an orchard in bloom? 7. Summer is the best *growing* season. 8. Why do we usually speak of the *busy* bee?

LESSON 33

New Words. 1. The boys heard a *knock* in an old hollow tree. 2. They could not *believe* a bird was making the noise. 3. It was *really* a big redheaded woodpecker. 4. The woodpecker was *eating* his breakfast. 5. He likes to eat *insects*. 6. These harmful insects *spoil* our trees. 7. The boys found *tiny* holes in the trunk of the tree. 8. The woodpecker had drilled through the *bark* with his sharp bill. 9. He balanced himself with the *tip* of his tail. 10. The insects *crawl* just beneath the bark. 11. Woodpeckers are not all the same *size*. 12. The *largest* woodpecker lived in the woods. 13. I counted *twenty* birds in our pine grove. 14. They were about five *inches* long. 15. The downy woodpecker is the *smallest* one. 16. He makes *less* noise than a big woodpecker. 17. I have seen woodpeckers in *January*. 18. I saw one bird on the coldest day in *February*.

Review Words. 1. Jack has a red *swing* in his yard. 2. Will you *teach* me to swim? 3. Grace is never a *minute* late. 4. Mother says that *maybe* we can go fishing tomorrow. 5. Susan is *cutting* some flowers for her mother. 6. The squirrel almost *dropped* a nut on Jack's head. 7. Do you like to *listen* to the wind? 8. A *squirrel* stores nuts for winter.

LESSON 34

New Words. 1. One *March* morning Uncle Ben went to the barn. 2. March and *April* are busy months on the farm. 3. Uncle Ben heard the old *rooster* crowing. 4. Uncle Ben walked *toward* the barn. 5. He heard something *running* across the yard. 6. Rover was coming to *meet* him. 7. Uncle Ben saw the old *goose* and her babies. 8. Soon he will have a *dozen* big geese. 9. The *babies* are growing fast. 10. It *doesn't* seem long since they were in the shell. 11. Sometimes the geese *chase* Rover, the dog. 12. The farm animals were ready for their *breakfast*. 13. The sick pig had some warm milk from a *bottle*. 14. In his *pocket* Uncle Ben had a lump of sugar for Old Molly. 15. Old Molly is as gentle as a *lamb*. 16. He fed Old Bossy and the brown *calf*. 17. Then something funny *happened*. 18. The calf *stuck* its nose into a pail of milk.

Review Words. 1. Ted says his prayers *before* he goes to bed. 2. Uncle Tom gave Jack a *dollar* to put in his new bank. 3. *January* is the first month of the year. 4. You had better be careful when you spell *February*. 5. Do you *believe* in fairies? 6. The rain will *spoil* Aunt Mary's hat. 7. What is the *largest* building you ever saw? 8. Fred was *really* pleased to have Frank visit him.

LESSON 35

New Words. 1. Buttons does not like to be *dirty*. 2. He likes to have Bob *brush* his hair. 3. It makes the dog look *smooth* and clean. 4. One day Bob made a new *rule* for Buttons. 5. He has broken the rule only *twice*. 6. Buttons ran indoors when his *body* was wet with rain. 7. Bob *dried* the dog's body with an old towel. 8. Buttons sleeps in a box on the *porch*. 9. The dog smelled something good in the *kitchen*. 10. He began to *beg* for it. 11. Bob asked Buttons to do a *trick*. 12. He thinks Buttons is a *smart* dog. 13. One day Buttons broke a *bone* in his leg. 14. Bob knew there was something the *matter* with him. 15. The *poor* fellow lay very still in his bed. 16. Bob put clean straw in the *bottom* of a box. 17. For several

weeks Buttons could not climb the *stairs*. 18. It *wasn't* long before Buttons could play as usual.

Review Words. 1. A *few* boys were playing in the back yard. 2. One of the boys wore a brown *suit*. 3. The boys were *running* after Jack's dog. 4. The dog *doesn't* seem to get tired. 5. What did you have for *breakfast*? 6. What funny thing *happened* at the barn? 7. The earth turns *toward* the east. 8. How many *babies* has the old goose?

HALF-YEARLY TESTS

TESTS FOR THE FIRST HALF YEAR

Test A

oil	rice	flock	gun	shade
thirty	roof	planted	useful	tent
village	team	storm	branch	geography
steam	passed	bonnet	inch	mountain
drove	bus	track	deer	either
animal	change	reached	obey	beat
smoke	cooking	loud	shore	skate
pasture	ocean	heart	lazy	shine

Test B

thread	shape	piece	shoot	camel
coffee	pulled	helping	bare	freeze
meat	luck	climbed	riding	enjoy
weather	August	longer	kill	smile
automobile	June	seeing	wheat	grain
dusty	bought	music	washing	goat
oven	potatoes	hook	beans	teaching
coast	net	become	everything	rock

TESTS FOR THE SECOND HALF YEAR

Test A

fifty	hate	carrying	glove	score
passes	won	neatly	share	finish
nobody	kite	putting	anyone	lend
print	invited	young	cheer	honest
dressing	stars	July	poem	tease
caught	paid	parade	poor	cherry
matter	blew	meet	somewhere	bone
mice	wonder	peach	January	stairs

Test B

easy	tire	prize	road	county
else	excuse	meeting	person	stamp
already	slip	pupil	choose	together
Pilgrims	dance	ought	earn	older
stories	march	taught	beautiful	lose
vacation	between	smoothly	violets	bottom
April	size	wasn't	lamb	running
honey	smart	growing	body	lovely

DICTATION SENTENCES FOR THE HALF-YEARLY TESTS

FIRST HALF YEAR. TEST A

1. Tom's bicycle needs *oil.*
2. We drove *thirty* miles an hour.
3. A small *village* lay at the foot of the hill.
4. Jim has a toy *steam* engine.
5. The dog *drove* the cattle to the barn.
6. A horse is Jack's favorite *animal.*
7. We saw *smoke* coming from a tall chimney.
8. The cows like the tall grass in the *pasture.*
9. Chang was eating a bowl of *rice.*
10. The *roof* was made of shingles.
11. The Eskimo drives a *team* of dogs.
12. A large boat *passed* down the river.
13. Frank rode to the city in a big gray *bus.*
14. Let's *change* our clothes before eating.
15. Grandmother was *cooking* a goose for dinner.
16. Jim likes to watch the *ocean* waves.
17. A *flock* of sheep grazed on the mountainside.
18. Bob's father *planted* corn and beans in his garden.
19. After the *storm,* the house was almost covered with snow.
20. The baby's new *bonnet* is pink.
21. Tom's electric train has a double *track.*
22. It was dark when we *reached* Uncle Ben's farm.
23. The circus lion gave a *loud* roar.
24. Betty's *heart* beat fast when she got on the train.
25. The Eskimo boy killed a seal with his *gun.*
26. Fat is a *useful* food in Eskimo land.
27. The eagles flew to a *branch* of the tree.

28. The bear did not want to move an *inch*.
29. The *deer* leaped over the fence and ran away.
30. Spike has learned to *obey* Jack.
31. A fishing boat came to the *shore*.
32. The hot sun made the boys feel *lazy*.
33. After playing they rested in the *shade*.
34. The boys were making a *tent* for their circus.
35. On our trip we learned much *geography*.
36. That big hill looks like a *mountain* to me.
37. Betty will *either* wash the dishes or wipe them.
38. Jane *beat* the eggs for a cake.
39. When the pond freezes, the boys will *skate*.
40. Do not let the light *shine* in your eyes.

FIRST HALF YEAR. TEST B

1. Betty bought some cotton *thread* for her sewing.
2. Bob and Betty do not drink *coffee*.
3. This *meat* came from Uncle Ben's farm.
4. In cold *weather* Wimpy sleeps in the kitchen.
5. Father has a radio in his *automobile*.
6. In summer country roads are *dusty*.
7. Mother put a cherry pie in the *oven*.
8. Near the *coast* we saw a lighthouse.
9. Mother's cookies had the *shape* of animals.
10. Bob *pulled* Betty on his new sled.
11. Jack had good *luck* in catching a fish.
12. Father has his vacation in *August*.
13. We had our school picnic in *June*.
14. Mother *bought* some ripe peaches for dinner.
15. Our family likes baked *potatoes*.
16. The fisherman caught some minnows in a *net*.
17. Jack ate a large *piece* of cherry pie.
18. Betty enjoys *helping* her mother.
19. We *climbed* the hill behind the schoolhouse.
20. In the spring the days grow *longer*.
21. The children had fun *seeing* their friends at the picnic.
22. In April we have a *music* festival.
23. Bob's cap is hanging on the *hook*.
24. Geography has *become* very interesting.
25. Jack and Bob never *shoot* at birds.

26. The running water felt good on our *bare* feet.
27. The clown was *riding* a donkey around the ring.
28. Fluffy likes to *kill* mice in the barn.
29. The *wheat* grew as high as Jack's head.
30. Bob and his father are *washing* the automobile.
31. Mother planted four rows of *beans* in the garden.
32. Father packed *everything* in his suitcase.
33. Hassan crossed the desert on a *camel.*
34. We put the plants in the cellar so they would not *freeze.*
35. The Browns *enjoy* their new radio.
36. Betty has a pleasant *smile* for everybody.
37. Much of our *grain* grows in the central states.
38. The *goat* upset our lunch baskets.
39. Bob is *teaching* Betty how to skate.
40. Jack sat on a large *rock* and watched the boat race.

SECOND HALF YEAR. TEST A

1. There were *fifty* sheep in the flock.
2. Mary often *passes* our house on her way to school.
3. There was *nobody* in the room.
4. Jack likes to *print* his spelling words.
5. We are *dressing* as quickly as we can, Mother.
6. Sport *caught* a big rat in the barnyard.
7. Good skating is a *matter* of practice.
8. We saw some white *mice* at the pet store.
9. Jack and Mary *hate* to miss school.
10. Betty *won* a prize for her story.
11. Bob's *kite* looks like a great bird.
12. Miss Smith *invited* her pupils to visit her.
13. Jack saw two shooting *stars.*
14. Mother *paid* a dollar for Jack's cap.
15. The wind *blew* down the birdhouse.
16. We *wonder* when the robins will return.
17. The hunter was *carrying* four rabbits.
18. Miss Smith likes to see children *neatly* dressed.
19. Jack is *putting* half his money in the bank.
20. The boys found a *young* woodpecker in the back yard.
21. What holiday comes in *July*?
22. The band led the school *parade.*
23. The children will *meet* Mother at the station.

24. This *peach* grew in Georgia.
25. Lois dropped her right *glove* in the mud.
26. The children will *share* their apples with the teacher.
27. The doctor will not permit *anyone* to enter the room.
28. The gifts brought much *cheer* to Betty.
29. Fred wrote a *poem* about rain.
30. The *poor* dog was hungry and cold.
31. Bob's brother is *somewhere* in England.
32. *January* is the first month of the year.
33. Our team had the best *score*.
34. Let's *finish* our work before lunch.
35. Will you please *lend* me a pencil?
36. The boy told an *honest* story.
37. Don't *tease* the baby, Sam!
38. This *cherry* tree blooms in May.
39. Wimpy likes to chew at a *bone*.
40. Betty's doll rolled down the *stairs*.

SECOND HALF YEAR. TEST B

1. This book is *easy* to read.
2. Nobody *else* spelled all the words right.
3. Bob had *already* reached school.
4. Father read us a story about the *Pilgrims*.
5. Tomorrow we shall tell *stories* of great Americans.
6. Bob spent his *vacation* in a summer camp.
7. *April* rains make plants grow.
8. Jack likes *honey* on his wheat cakes.
9. Father bought a new *tire* for his car.
10. The teacher did not like John's *excuse*.
11. It is dangerous to *slip* on the ice.
12. The good news made the children *dance* with joy.
13. We saw some soldiers *march* down the street.
14. Betty sat *between* her father and mother.
15. The *size* of Bob's shoe is number four.
16. The smoke made my eyes *smart*.
17. The first *prize* was a penknife.
18. The class *meeting* was held at three o'clock.
19. Mary was the first *pupil* to arrive.
20. Children *ought* to be careful with schoolbooks.
21. Father *taught* Jack how to tie a slip knot.

22. It is fun to skate *smoothly* over the ice.
23. It *wasn't* snowing when we started.
24. The morning glory is *growing* up the porch.
25. The heavy *load* broke a wheel on Jack's wagon.
26. No *person* came with me.
27. You may *choose* your partner for this game.
28. Bob will *earn* money selling papers.
29. The snow on the trees looked *beautiful.*
30. The *violets* grew on this bank.
31. Jack's pet *lamb* follows him about.
32. Janet patted the soft *body* of the kitten.
33. Our school is the largest in the *county.*
34. Betty got this *stamp* from Switzerland.
35. The boys rode their bicycles down the street *together.*
36. Jack is one year *older* than Bob.
37. The boys did not *lose* their first game.
38. The fish were swimming near the *bottom* of the tank.
39. Jack likes to listen to *running* water.
40. Mary had a *lovely* day for her birthday.

VIII. Teaching Aids for Grade Five

In Grade Five the general aims for teaching spelling are the same as for the preceding grade. Continued emphasis upon the fundamental skills and abilities is maintained. Increased emphasis is placed upon accurate pronunciation, accent, vowel sounds, and other dictionary skills. Practice in the rules for adding suffixes, forming plurals, and writing possessive forms provides for greater spelling power.

SPECIFIC SKILLS AND ABILITIES DEVELOPED IN GRADE FIVE

The following analysis will give the teacher a complete view of the specific skills and abilities which are developed as a part of the spelling program for Grade Five. It will also help her in planning the lessons and in developing the unit themes which integrate spelling with the life and school activities of the pupil.

The analysis of specific learning items follows the textbook and workbook editions unit by unit. In order to facilitate reference to

the pupil's book, the number of the lesson or lessons in which each item is presented is given. Careful checking of both editions will show that the two are essentially the same. At times the emphasis upon specific skills is slightly different, but in both editions each new word is included in at least one Working with Words exercise. The same skills are practiced in both editions.

This analysis is designed to show the completeness of the program of word study, its continuity, and the repetition and distribution of essential skills. The teacher should compare this analysis with Working with Words in the daily lessons and plan to give adequate emphasis to each learning exercise.

Items which occur only in the textbook edition are marked with a dagger (†); those which occur only in the workbook edition are marked with an asterisk (*). Items from the review exercise of the workbook edition are marked R. Those in both editions have no specific designation.

Unit I · Imaginary Letters from Colonial Days

WORD ANALYSIS

Identifying letters and letter combinations:

Phonograms: *ie* in *chief*, *niece*, *friendly*, 2; *ea* in *pleasant*, *pleased*, and *peace*, 2*

Consonant combinations: *wh* in *whisper* and *whether*, 2†, 6*; *wh* in *whistle*, 6*; *ph* in *nephew*, 5†

Finding and hearing the common element in rhyme words: *seal–deal*, 3; *pause–cause*, 3; *heap–cheap*, 3; *meet–greet*, 3†; *street–greet*, 3*; *pail–jail*, 4; *barn–yarn*, 4; *train–main*, 4; *supper–upper*, 4; *tin–spin*, 4†; *win–spin*, 4*; *city–pity*, 4†; *tired–hired*, 4*, 6*; *rattle–battle*, 5; *bought–fought*, 5, 6*; *raise–praise*, 5; *boy–joy*, 5; *alarm–harm*, 5; *near–fear*, 6*; *pack–lack*, 6*; *meal–deal*, 6*; *paid–maid*, 6*

Seeing small words in larger ones: *dangerous*, 5 R; *settlement*, 5 R

Changing a letter or letters to make new words: *a* in *woman* to *e*, 3; *h* in *hired* to *w* and *t*, 4†; *kn* in *known* to *gr* and *bl*, 4 R; *est* to *er* in *prettiest*, 5 R

WORD BUILDING

Learning the meaning of "suffix": 4

Adding or dropping an ending without changing the root word:

Adding *s*: 2†, 3 R, 4 R, 6*

Adding and dropping *ed*: 2†, 4, 5
Changing *ed* to *ing*: 2†
Dropping *ing*: *studying*, 5
Dropping *ly*: *sincerely*, *lonely*, 5
Adding and dropping *est*: *dearest*, 4; *quick*, 4

Changing *y* to *i* in words ending in a consonant and *y*:

Before adding *es*: *city*, 2; *army*, 5; *navy*, 5

DEVELOPMENT OF MEANING

Reviewing the word "homonym": 2
Using homonyms: *peace–piece*, 2; *made–maid*, 2; *cheep–cheap*, 6*; *mane–main*, 6*; *prays–praise*, 6*
Recognizing opposites: *narrow–broad*, 3
Learning two meanings of a word: *square*, 3†
Matching words and definitions: 1†

IMPROVEMENT OF PRONUNCIATION

whether and *whisper*, 2†, 6*; *chimney*, 4†; *anxious*, *nephew*, 5*; *whistle*, 6*

USE OF THE DICTIONARY

Writing words in alphabetical order: 1
Dividing words into syllables: 3, 4, 5, 6*
Reviewing the vowels: 2
Marking long and short vowels: 3, 3 R
Identifying silent letters: final *e*, 3; *k* and *w* in *known*, 3; *e* in *safety*, 3; *e* in *cause*, 3†
Finding meanings: 2†

OTHER RELATED LANGUAGE-ARTS SKILLS

Improving handwriting: *l* and *t*, 4
Using capital letters correctly: *English*, 1†; as titles, with *general* and *captain*, 6

USING THE SPELLING WORDS

Copying sentences: 6†
Filling in blanks: 2*, 6
Using the words in sentences: 1†, 2†, 3, 5†, 6*
Making up a story: 5†

Unit II · From Foot Trail to Airplane

WORD ANALYSIS

Identifying letters and letter combinations:

Phonograms: *ar* in *cellar*, 8; *ai* in *claim*, 8; *oa* in *roast*, 8; *ou* in *shout*, 9; *ow* in *crowd*, 9; *ei* in *sleigh*, 10 R; *ea* in *instead* and *pleasure*, 10 R; *or* in *motor*, *tractor*, and *labor*, 11; *er* in *power*, *traveler*, *faster*, 11

Consonant combinations: *gh* in *rough*, 7†

Other sounds: *u* in *figure*, 7†; *o* in *chose*, 8*

Finding and hearing common elements in rhyme words: *life–wife*, 7†; *mild–wild*, 7†; *son–ton*, 10; *rains–chains*, 10; *tire–wire*, 10; *bed–led*, 10; *blame–frame*, 10; *meat–heat*, 10†; *sore–ore*, 10†; *more–ore*, 10*; *need–speed*, 11; *find–blind*, 11; *paying–staying*, 11†

Changing a letter or letters to make a new word: *r* in *rough* to *t*, 7†; *teen* in *nineteen* to *ty*, 8 R

Learning the meaning of "compound word": 9

Recognizing parts of compound words: *newspapers*, *somebody*, *moonlight*, and *themselves*, 9, 12; *highways*, 12

Learning words not written together: *good night*, 9

WORD BUILDING

Recognizing a suffix: 8†, 9†, 10

Learning the meaning of "root word": 10

Adding an ending without changing the root word:

Adding and dropping *s*: 8 R, 10†, 11, 11 R, 12

Adding *es*: 12

Adding and dropping *ed*: 7†, 8†, 9†, 10†, 12

Adding and dropping *ing*: 7†, 8†, 12

Adding and dropping *ly*: *anxious* and *usual*, 7 R; *slowly*, 7†, 12; *blind*, 12

Adding and dropping *er*: *faster*, 12; *rough*, 12

Dropping final *e* before adding the ending:

Before *ed*: *explore*, *figure*, *wire*, *joke*, and *double*, 12; *frame*, 12*

Before *ing*: *move*, 10; *explore*, *figure*, *wire*, *joke*, and *double*, 12; *frame*, 12*

Forming singular and plural:

Learning the terms "singular" and "plural": 11

Forming the plural by adding *s* or *es* to the singular: 11, 11 R, 12

DEVELOPMENT OF MEANING

Using homonyms: *lead–led*, 10†, 12; *wrap–rap*, *guest–guessed*, and *forth–fourth*, 12
Recognizing opposites: *earlier–later*, 8; *full–empty*, 8
Learning more than one meaning: *season*, 8†, 12*
Matching words and definitions: 8, 9

IMPROVEMENT OF PRONUNCIATION

figure, 7†; *gh* in *rough*, 7†; *lead* and *led*, 10†

USE OF THE DICTIONARY

Writing words in alphabetical order: 7*, 8, 12
Writing or saying words in syllables: 7, 10, 11, 12†
Finding pronunciation: 7, 7 R
Finding meanings: 7, 8†
Identifying vowels: 10*, 10 R
Marking long and short vowels: 9, 12
Placing accent mark: 10
Identifying silent letters: final *e*, 9, 12; *w* in *wrap*, 9

OTHER RELATED LANGUAGE–ARTS SKILLS

Improving handwriting: *u* and *v*, 7†; *p*, 8; *b*, 8; *m* and *n*, 12*
Using *choose* and *chose* correctly: 9 R
Writing words with double letters (as *ll*, *rr*, *ee*), 12

RULES AND GENERALIZATIONS

Most words form their plural by adding *s* or *es* to the singular: 11
Words ending in silent *e* drop the *e* before adding *ed* or *ing*: 12

USING THE SPELLING WORDS

Filling in blanks: 9*, 10†, 11†, 12
Writing sentences: 7†, 8†, 9†, 10†, 12
Copying sentences: 12†
Making up a sentence: 7*
Writing a specific word: 7, 11, 12†
Writing a story: 12†

Unit III · Our American West

WORD ANALYSIS

Identifying letters and letter combinations:

Double letters: *pp* in *stopped* and *dropped*, 15 R; *ss* in *address*, *business*, *express*, *useless*, 18*

Phonograms: *ai* in *trail*, 13†; *er* in *traveler*, 13 R; *or* in *tractor* and *motor*, 13 R; *ea* in *steady*, 14; *ou* in *pour*, 14; *ou* in *pounds*, 14*; *ess* in *express*, *press*, and *address*, 14; *ei* in *weigh*, 14†; *ie* in *thief*, 14†; *eau* in *beauty*, 17; *ea* (as ĕ or ē) in *steady*, 18, *leap*, 18, *leaving*, 18†

Finding and hearing the common element in rhyme words: *week–seek*, 13†; *done–none*, 13†; *chief–thief*, 14; *zero–hero*, 14; *blood–flood*, 14; *sleigh–weigh*, 14; *lodge–dodge*, 14; *main–plain*, 14

Seeing small words in larger ones: *aside*, *mighty*, *feeling*, and *openings*, 17; *saying*, 17†

Learning words not written together: *post office*, 14

WORD BUILDING

Adding or dropping endings without any change in root form:

Adding and dropping *s*: 13, 14†, 16†, 17, 17 R
Adding *es*: 13, 17 R, 18
Adding *ed*: 15†, 18†
Adding *ing*: 18†
Noting *ly*: *surely*, 13†
Dropping *y*: *mighty*, 17†
Adding *ful*: *waste*, 17 R
Changing *less* to *ful*: *useless*, 18

Dropping final *e* before an ending:

Before adding *ing*: *waste*, *blame*, *dodge*, *guide*, *glance*, 18; *range*, 18*

Noting the use of the rule: *leaving*, *losing*, 13†, 18

Changing *y* to *i* in words ending in a consonant and *y*:

Noting the root words: *parties*, 16†, 18; *buried*, 18
Before adding *es*: *reply*, *beauty*, *duty*, 18
Before adding *ed*: *reply*, 18†

Observing the doubled consonant: *stopped* and *dropped*, 15 R
Writing missing word in comparative forms: *old–older–oldest*, 17†

Forming plurals:

Words that simply add *s*: 13, 14†, 16†, 17, 17 R

Words that end in *s*, *sh*, *ss*, *ch*, *x*, and *z*: 17 R, 18

Words that end in a consonant and *y*: *party*, 16†, 18; *beauty*, *duty*, *reply*, 18

Words that end in *f*: *calves*, 15†, 18; *thief*, *half*, 18; *beef*, 18†

Finding contractions: 16 R

DEVELOPMENT OF MEANING

Using homonyms: *way–weigh*, 14†, 18; *plane–plain*, *some–sum*, and *heard–herd*, 18; *tails–tales*, 18†

Recognizing opposites: *wide–narrow*, 17†; *useful–useless*, 18

Learning two or more meanings of words: *foul*, 15, 18†; *grave*, 15†, 18†; *stock*, 15; course, 17†; *express*, *plain*, and *range*, 18; *boil*, 18†

Using words correctly: *tales*, *crazy*, *awful*, 13†; *awful*, *surely*, 14 R

Matching words and definitions: 15†, 17*

USE OF THE DICTIONARY

Writing words in alphabetical order: 13*, 16

Writing words in syllables: 13*, 14, 14 R, 16, 17

Finding pronunciation: 14, 17

Finding meanings: 13†, 14 R, 15

Reviewing the use of guide words: 16

Using guide words: 16, 18†

Marking long vowels: 16†

Identifying silent letters: final *e*, 16†

Recognizing ē and ĕ as variant sounds of *ea*: 18

OTHER RELATED LANGUAGE–ARTS SKILLS

Improving handwriting: *a*, *o*, *i*, and *e*, 15; *u*, 15, 18; *w*, 15†; *n*, 18

Using capital letters correctly: *American*, 14

RULES AND GENERALIZATIONS

Review of rule for dropping final *e* before adding *ing*: 13†, 18

Words that end in the letters *s*, *sh*, *ch*, *ss*, *x*, or *z* usually add *es* instead of *s*: 18

Some words change *y* to *i* before adding *es* or *ed* (concept of "consonant and *y*" not introduced. Pupils told whenever change is necessary): 16†, 18

Many words ending in *f* change the *f* to *v* and add *es* to form the plural: 15†, 18

USING THE SPELLING WORDS

Writing sentences: 13†, 14, 14 R, 15, 15 R, 16 R, 17†
Filling in blanks: 15*
Writing a specific word: 17
Writing a story: 18†

Unit IV · South of the Border

WORD ANALYSIS

Identifying letters and letter combinations:

Double consonants: *ss* in *blossom*, 21; *bb* in *rubber*, 21; *gg* in *biggest*, 21; *pp* in *shipped*, 21†; *rr* in *cherries*, 21†

Double vowels: *oo* in *bloom*, 21*, 24; *ee* in *sheet* and *creep*, 23; *oo* in *pool*, 23, 24; *oo* in *blood*, 24

Phonograms: *ie* in *view*, 21; *ea* (as ĕ or ē) in *feather*, *spear*, *beast*, *meant*, 23; *or* in *doctor*, 23; *our* in *journey*, 23*

Other letter combinations: *th* in *worth* and *death*, 20; *guage* in *language*, 22; *sur* in *surprised*, 22

Single letters: *c* as *k* or *s*; *coffee*, *cruel*, *secret*, *countries*, *palace*, 21 R

WORD BUILDING

Adding and dropping endings without any change in the root form:

Adding and dropping *s*: 19†, 19 R, 20, 20 R, 23†, 24
Adding and dropping *ed*: 20, 21†, 24
Adding *ing*: 20, 24*
Adding *ly*: *queer*, 22†
Dropping *ly*: *mostly*, 22†

Dropping final *e* before adding an ending:

Before *ed*: *produce*, *capture*, *bathe*, and *starve*, 24; *pipe*, 24*
Before *ing*: *produce*, *capture*, *bathe*, *starve*, and *pipe*, 24*

Noting the root word: *hoping*, 20, 24*; *surprised*, 23 R, 24; *promised*, 24†

Noting that *y* is changed to *i* before adding *es*: *countries*, 20, 24; *cherries*, 21, 24

Noting double consonant: *planned*, 20†; *shipped*, 21*

Prefixing *re* to *view* and *dis* to *appear*: 22 R

Writing missing word in comparative forms: *fine–finer–finest*, 21†; *late–later–latest*, 22†; *warm–warmer–warmest*, 22†
Writing singular and plural forms: 19†, 19 R, 20, 20 R, 21, 23†, 24

DEVELOPMENT OF WORD MEANING

Using homonyms: *sale–sail*, 24; *waists–wastes*, 24
Recognizing opposites: *kind–cruel*, 20†
Learning two or more meanings: *capital*, 21; *comfort*, 22
Recognizing similarity between *produce* and *product*: 24†
Matching words and definitions: 23†

IMPROVEMENT OF PRONUNCIATION

worth and *death*, 20: *c* like *k* in *coffee*, *cruel*, *secret*, and *countries*, 21 R; *c* like *s* in *palace*, 21 R; *perhaps*, 23; list of words, 24

USE OF THE DICTIONARY

Arranging words in alphabetical order: 20, 24
Writing or saying words in syllables: 19, 19 R, 21*, 23, 24
Finding pronunciations: 24
Finding meanings: 21, 22, 23†, 24
Learning meaning of "consonant": 21
Learning that *w* and *y* are sometimes vowels: 21
Silent letters: *l* in *palm*, 21; *b* in *limbs*, 23; final *e*, 23
Learning how to divide by syllables words having double consonants: 23
Finding ĕ and ē or sounds of *ea*: 23
Learning two sounds of *oo*: 24

OTHER RELATED LANGUAGE-ARTS SKILLS

Improving handwriting: *o*, 20†; *l*, *e*, *i*, *t*, and *o*, 22

RULES AND GENERALIZATIONS

Review of rule for changing *y* to *i*: 20, 21†
Review of rule for dropping final *e*: 24

USE OF THE SPELLING WORDS

Filling in blanks: 23*, 24
Making sentences with "words that describe": 24
Writing sentences: 21, 22, 22 R, 23†, 23 R
Making sentences: 21†
Writing a specific word: 19†, 22†

Unit V · Outdoor Fun

WORD ANALYSIS

Identifying letters and letter combinations:

Double consonants: *rr* in *horrid*, *ss* in *guessed* and *harmless*, *ll* in *hollow*, 27; *gg* in *bigger*, 27†

Double vowels: *ee* in *screen* and *fourteen*, 28

Phonograms: *ea* in *breast* and *meadow*, 25†; *ar* in *cedar*, 25†; *oi* in *voice*, 28†; *ose* in *suppose*, 28†; *ea* as ē and ĕ, 30; *ow* in *hollow*, *fellow*, *meadow*, 30

Consonant combinations: *scr* in *scratch*, 27

Single letters sounds: of *a*, 30

Finding and hearing the common element in rhyme words: *mile–pile–awhile*, 26; *tight–sight*, 26; *like–hike*, 26; *fast–past*, 27; *harm–alarm*, 27; *house–mouse*, 27; *act–fact*, 27; *storm–form*, 27; *save–cave*, 27†; *paused–caused*, 27*; *best–test*, 28; *flew–drew*, 28; *beast–least*, 28; *pole–stole*, 28; *sight–fright*, 28; *five–dive*, 28†; *flying–lying*, 28*

Recalling words with similar endings: *eal* as in *seal*, *est* as in *test*, and *ight* as in *sight*, 30

Recognizing compound words: *herself*, 25†

WORD BUILDING

Adding or dropping an ending without changing the root word:

Adding and dropping *s*: 26, 29†

Adding and dropping *es*: 26

Adding and dropping *ed*: 25†, 26, 27 R

Adding and dropping *ing*: 26†, 27 R

Adding *ly*: *swift*, 27†

Observing *ly*: *partly*, 27†; *hardly*, 28*

Noting ending *y*: *cloudy*, 29

Noting root word and ending; using the ending with other words: *ing*, *ed*, *er*, *est*, *ly*, *es*, 30; *less*, 30†

Dropping silent *e* before *adding* an ending:

Before adding *ing*: *taste*, *suppose*, *amuse*, and *dive*, 30; *pile* and *hike*, 30*

Noting root word: *believed*, 29; *taking*, *saving*, 30

Changing *ed* to *ing*: *caused*, 27†

Noting words which change *y* to *i* before adding *es*: *ladies, flies*, 27
Writing missing word in comparative forms: *low–lower–lowest*, 25†; *bad–worse–worst*, 25†; *near–nearer–nearest*, 26†
Writing singular and plural forms: 26, 29

DEVELOPMENT OF MEANING

Using homonyms: *haul–hall*, 26†, 30; *passed–past*, 28 R, 30; *male–mail*, 30
Finding two meanings: *seal*, 28
Matching words and definitions: 28, 29

IMPROVEMENT OF PRONUNCIATION

loose, lose, 25†; *quite, quiet*, 27; *chocolate*, 29; *hollow, fellow, meadow*, 30

USE OF THE DICTIONARY

Writing words in alphabetical order: 25*, 28*, 29, 30
Writing words in syllables: 26†, 29, 30†
Finding pronunciation: 29
Finding meanings: 28
Marking vowel sounds: 25 R, 28†, 29
Silent letters: *w* in *wreck*, 16†, 30; *ue* in *tongue*, 27, 30*; *s* in *island*, 28, 30; final *e*, 27*, 28†, 29; *k* in *knees*, 30
Recognizing *ea* as ĕ or ē, 30
Finding various sounds of *a*: *à*, ŏ, ā, 30; ă, ä, 30†; â, 30*

RELATED LANGUAGE-ARTS SKILLS

Improved handwriting: *m, n, l,* and *e*, 25; *b, f, h, k,* and *l*, 30
Writing contractions: *hadn't*, 26†, 30; *aren't*, 27, 30; *I've*, 28, 30
Using words correctly: *loose–lose*, 25†, 26 R; *quiet–quite*, 27; *lying–laying*, 29 R

RULES AND GENERALIZATIONS

Review of rule for dropping final *e* before adding *ing*: 30
Review of rule of changing *y* to *i* before adding *es*: 27

USE OF THE SPELLING WORDS

Writing sentences: 26†, 28
Filling in blanks: 26*, 27*, 28†, 29
Writing a specific word: 29

Unit VI · At Summer Camp

WORD ANALYSIS

Identifying letters and letter combinations:

Phonograms: *ei* in *received*, 31; *ie* in *mischief*, 31†; *or* in *honor*, 33†; *ua* in *guard*, 33*; *ai* in *daily*, 33*; *ea* in *health* and *breathe*, 33*, 36; *ai* in *aim* and *aid*, 36; *ea* in *sweater* and *greatest*, 36

Other letter combinations: *ite* in *polite* and *recite*, 31; *per* in *perfect*, 31; *prove* in *improve*, 32†; *ept* in *except* and *slept*, 33; *gh* in *cough*, 33†; *ign* in *sign*, 34*; *qu* in *question*, 34*; *aid* in *laid*, 35; *chief* in *mischief* and *handkerchief*, 36

Single letters: *c* as *s* and *k*: *circle*, 32; sounds of *o*, 36

Finding and hearing common elements in rhyme words: *cared–dared*, 31†; *germ–term*, 31†; *dawn–lawn*, 32; *seed–weed*, 32; *hid–bid*, 32; *sang–gang*, 32; *bell–yell*, 32; *night–tight*, 35†

Recalling words with similar endings: *ang* as in *gang*, *eed* as in *weed*, 36; *aid* as in *laid*, 36†; *id* as in *bid*, 36*

Learning words that are not written together: *all right*, 34

Recognizing parts of compound words: *whenever*, *playground*, and *yourself*, 32, 36; *handkerchief*, 32*; *notebook*, 36

WORD BUILDING

Adding or dropping endings without changing the root word:

Adding and dropping *s*: 34†, 36
Adding and dropping *ed*: 31†, 32, 34, 35 R, 36
Adding and dropping *ing*: 31, 32, 34, 35 R, 36†
Adding and dropping *ly*: 31†, 33, 34, 35, 35 R, 36
Adding and dropping *er*: *pitch*, 34†; *catcher*, 34†
Adding *y*: *health*, 33†
Adding *er* and *est*: *smooth*, 32 R
Dropping *ful*: *helpful*, 34

Dropping final *e* before adding an ending:

Before adding *ed* and *ing*: *breathe*, 33†; *vote*, 33†, 36†; *improve*, *charge*, and *circle*, 36†
Before adding *er* and *est*: *cute*, 31 R

Changing *y* to *i*:

Before adding *ed*: *studied*, 35
Forming plural (or singular): adding and dropping *s*, 34†, 36

Writing missing word in list of comparative forms: *hard–harder–hardest*, 32; *great–greater–greatest*, 32; *bad–worse–worst*, 35
Learning meaning of "prefix": 33
Recognizing two prefixes: *dislike* and *unlike*, 33

DEVELOPMENT OF WORD MEANING

Learning two meanings: *scout*, 33 R
Recognizing opposites: *present–absent*, 31†
Matching words and definitions: 35, 36*

IMPROVEMENT OF PRONUNCIATION

arithmetic, 31; *examinations*, 31; *perfect*, 31†; *handkerchief*, 32; *library*, 34

USE OF THE DICTIONARY

Writing words in alphabetical order: 31, 33†, 35, 36†
Writing words in syllables: 31, 32, 34, 35, 36
Finding pronunciation: 31, 32, 34
Finding meanings: 32†, 33 R, 34†
Marking vowel sounds: 31 R, 34*, 35, 36
Placing accent mark: 36
Using guide words: 36
Identifying silent letters: final *e*, 34*
Recognizing *ea*: as ĕ and ē, 33*; as ĕ, ē, or ā, 36
Recognizing *ai* as ā: 36
Finding sounds of *o*: ŏ, ō, û, *ŭ*, 36; ô, 36*
Finding sounds of *oa* in *throat*, *ea* in *breathe*, and *ai* in *daily*: 34 R

RELATED LANGUAGE–ARTS SKILLS

Improving handwriting: *o*, 33
Writing contractions: *haven't*, 33

USING THE SPELLING WORDS

Writing a sentence: 32†, 32 R, 33†, 33 R, 34
Writing a story: 36†
Writing a sentence, using a word that describes: 36

DICTATION SENTENCES FOR THE WEEKLY LESSONS

LESSON 1

New Words. 1. One evening Mrs. Blake sat *quietly* by the fireside. 2. She was *writing* a letter to an old friend. 3. Her friend was

an *English* woman. 4. The baby slept soundly in its *cradle*. 5. Mr. Blake had gone for *powder*. 6. He would need it in *case* of attack. 7. The women imagined that Indians were *everywhere*. 8. Some of them were in *fear* of an attack. 9. A sailing ship had just *arrived* from England. 10. It had carried *tobacco* to England. 11. It brought back a small *supply* of things the colonists needed. 12. It also brought some English *cheese*. 13. The colonists took great *pride* in their work. 14. There could be few *idle* moments. 15. They must make the *soil* fertile for their crops. 16. The men were *beginning* to form a little army. 17. They made Myles Standish their *captain*. 18. Mrs. Blake told her friend that the baby was *healthy*. 19. Elizabeth was the name of her *daughter*. 20. Mrs. Blake did not *expect* an answer soon.

LESSON 2

New Words. 1. The people of Plymouth were *pleased* with their new home. 2. They found it *pleasant* and not too uncomfortable. 3. At times they were lonely and *homesick*. 4. There were no *cities* where they could go to market. 5. Sometimes there was a real *lack* of food. 6. The colonists had expected to *suffer* some hardships. 7. They wanted to live at *peace* with the Indians. 8. One day an Indian made a *friendly* visit. 9. He brought greetings from the *tribe*. 10. The Indian proved to be the *chief* of the tribe. 11. His visit sent a *whisper* around the colony. 12. Myles Standish was the best *soldier* in the colony. 13. He liked to *drill* his men every day. 14. An Indian *visited* the colonists and brought them food. 15. No one *talked* of going back to England. 16. Among the children was a little *maid* named Faith. 17. She was very *shy*. 18. She was the *niece* of one of the bravest colonists. 19. The boys wondered *whether* to hunt or to fish. 20. The ducks took *flight* as the boys came near.

Review Words. 1. White *thread* has many uses. 2. Always have a *piece* handy. 3. At the *beginning* of the game we expected to win. 4. Ralph and James are *healthy* boys. 5. Jim likes a sandwich of bread and *cheese*. 6. The Indians moved *quietly* through the forest. 7. My guest *arrived* at six o'clock. 8. Can you tell me where to find the *captain* of this ship?

LESSON 3

New Words. 1. Pennsylvania is *known* as the Quaker state. 2. Its founder was a very *wise* man. 3. Penn insisted that all who

came to his colony should be treated *alike*. 4. Men and women of all religious faiths were *welcome*. 5. There was *space* for many people in the colony. 6. Penn *understood* the rights of the Indians. 7. On no *account* would he take their land from them. 8. No one in the colony had *cause* to complain. 9. Penn had no wish to *quarrel* with the Indians. 10. He was always ready to *greet* them pleasantly. 11. Penn was wise to *deal* fairly with the Indians. 12. He did not try to buy their land with *cheap* trinkets. 13. He wanted them to have a fair *price* for their land. 14. He set an *example* for all other colonists. 15. Every Quaker *woman* dressed in plain clothes. 16. The colonists' homes were places of *safety*. 17. Today *broad* farms surround the first settlement. 18. The people of Pennsylvania *bless* the name of William Penn. 19. He was a real *servant* of the people. 20. Have you seen his statue in the city *square*?

Review Words. 1. Our class will now choose a *president*. 2. The *leather* chair is very comfortable. 3. We'll start tomorrow *whether* it rains or not. 4. What are the two largest *cities* in your state? 5. The Indian *chief* wore long feathers in his hair. 6. My little *niece* is just learning to walk. 7. The brave *soldier* fought to the last. 8. The boys found the game both *pleasant* and helpful.

LESSON 4

New Words. 1. Anna is Gretchen's *dearest* friend. 2. Gretchen wrote Anna about the *arrest* of a man in the colony. 3. The governor would *allow* no one to disagree with him. 4. He had a *quick* temper. 5. The man had found *fault* with the governor's rule. 6. The governor decided to *punish* him. 7. Gretchen thought it was a *pity* he had been arrested. 8. She was *angry* at the governor for what he had done. 9. An honest man should not be put in *jail*. 10. In New Amsterdam it was *dangerous* to disagree with the governor. 11. The governor had the biggest home in the *settlement*. 12. It stood on the *main* street of New Amsterdam. 13. The governor's house had a big stone *chimney*. 14. This showed that he belonged to the *upper* class. 15. Gretchen admired the beautiful *curtain* at the governor's window. 16. The governor always *hired* the best servants. 17. His *orders* must be obeyed promptly. 18. The silver was the *prettiest* in the colony. 19. Gretchen is sending Anna some *yarn* for her knitting. 20. Gretchen has learned to *spin* the yarn from the wool of her sheep.

Review Words. 1. Have you read this story about an *elephant*? 2. The elephant lived his *whole* life with a circus. 3. The children at school drew up some *safety* rules. 4. Clara Barton became a famous *woman*. 5. Our team can get along without a *quarrel*. 6. Jack keeps an *account* of all the money he spends. 7. It is not *known* just where the old house stood. 8. William Penn's *example* will always be remembered.

LESSON 5

New Words. 1. Richard served three years in the *army*. 2. He has heard shells *whistle* overhead. 3. In one *battle* a bullet passed through his helmet. 4. The bullet did not do any *harm*. 5. Richard *fought* bravely on. 6. Once he helped save the life of a *general*. 7. Richard will never forget the *praise* he received. 8. He was taken prisoner but was able to *escape*. 9. Richard has just *returned* home. 10. He is *sincerely* happy to be back. 11. He has taken his *usual* place on the farm. 12. Richard's father had fought in the *navy*. 13. It gave him great *joy* to hear of his son's courage. 14. Richard often *laughed* about the stories his father told. 15. His mother was *lonely* until Richard returned. 16. Her *husband* encouraged her to be cheerful. 17. The *anxious* days of the war were about over. 18. Betsy's *nephew* has gone to college. 19. He is *studying* to be a lawyer. 20. Betsy's sister has a *darling* baby son.

Review Words. 1. How many *different* trees can you name? 2. The man walked *toward* the house. 3. The first *settlement* was made at Jamestown. 4. Which flower do you think is the *prettiest*? 5. Father does not *allow* us to go hunting with him. 7. Mother does not find *fault* with our noisy games. 7. Where had Gretchen seen the pretty *curtain*? 8. It would be *dangerous* to try to swim in the icy water.

LESSON 7

New Words. 1. A lonely *figure* stood in the small clearing. 2. William was an *active* young man. 3. He was not more than *nineteen* years old. 4. He was clearing an *acre* or two of land. 5. At first he had set out to *explore* the wilderness. 6. No white man had ever *traveled* through this section. 7. It was *wild* but beautiful. 8. He climbed *slowly* to a mountaintop. 9. He set *forth* again with trust in the future. 10. William soon built a *rude* hut. 11. He built it from *rough* boards. 12. This man had a young *wife*. 13. She was

only *eighteen* years old. 14. She was eager for the *moment* when she could join him. 15. He would return for her the *following* year. 16. His wife would *weave* fine woolens. 17. She could not bring the *material* from home. 18. She knew all the bright-colored *berries* in the woods. 19. She would make dye for her wool from the *juice* of the berries. 20. What a happy *couple* they would be!

Review Words. 1. Tom *caught* the ball every time. 2. No one should be *scared* of bats. 3. The young *husband* built a log cabin. 4. He would have many *lonely* hours. 5. His wife would be *anxious* for his safety. 6. She would go about her *usual* duties. 7. Her *nephew* cheered her with kind words. 8. The *general* has four stars on his collar.

LESSON 8

New Words. 1. The *pioneer* looked over his fertile land. 2. He knew that no one could lay *claim* to it. 3. He had *plowed* the land carefully. 4. To him *farming* was work that he enjoyed. 5. The year had brought him a fine *harvest*. 6. In the field he saw his wheat lying in *bundles*. 7. A *bushel* of grain could be exchanged for food. 8. This year the barn would not be *empty*. 9. The *season* had been good for the vegetables. 10. A little *later* he would have everything harvested. 11. Potatoes would be stored in the *cellar*. 12. He would fill a *barrel* with apples from his trees. 13. He was glad he did not often need *cash*. 14. For *extra* work he paid his helpers in grain. 15. He thought of the good *bacon* his wife would serve. 16. Sometimes she *chose* wheat cakes for his breakfast. 17. The pioneer wife had fresh pork to *roast*. 18. She often made a good *pudding* for dinner. 19. Her *pumpkin* pies were best of all. 20. Would you like to have been a *guest* of these pioneers?

Review Words. 1. It took us only a *minute* or two to cross the bridge. 2. There *wasn't* much spare time in a pioneer home. 3. The farmer's wife has *nineteen* turkeys. 4. The pupils are gathering *material* for their newspaper. 5. A farmer's *wife* is never idle. 6. There is almost an *acre* of land in our playground. 7. We shall be there any *moment* now. 8. The farmer had been *following* the plow all day.

LESSON 9

New Words. 1. When grandfather was a boy, he enjoyed *simple* pleasures. 2. After a snowstorm he often got a *crowd* together.

3. Then they were invited to a *sleigh* ride. 4. Often they had a *jolly* party after the ride. 5. The whole neighborhood could hear the young people *shout* and sing. 6. It was a *pleasure* to listen to their fun. 7. The *zero* weather did not bother the merrymakers. 8. Everyone had to *wrap* up in his warmest clothes. 9. A bright moon looked down on the *frozen* streams. 10. The frost on trees and fences sparkled in the *moonlight*. 11. At home again, the *chance* came for indoor pleasure. 12. The boys and girls took the *carpet* from the floor. 13. When they had *finished* dancing, they gathered round the fireside. 14. They entertained *themselves* with songs and stories. 15. Grandfather passed a basket of apples from his *orchard*. 16. Then *somebody* would tell a good story. 17. Young and old enjoyed a good *joke*. 18. Now grandfather quietly reads the *newspapers*. 19. He stops to say *good night* to us. 20. He gives little Susan a good-night *kiss*.

Review Words. 1. Let's *choose* sides and play baseball. 2. The man was *carrying* a basket in each hand. 3. The class *chose* Lucy as the best speller. 4. Our vegetables are stored in the *cellar*. 5. My *guest* and I went skating on the pond. 6. The truck was filled with big *bundles*. 7. Harold's fountain pen is *empty*. 8. The *pioneer* lived in a log cabin.

LESSON 10

New Words. 1. There was a good supply of iron *ore* in pioneer days. 2. Men knew that *iron* can be used in many ways. 3. The iron ore was smelted in a small *furnace*. 4. Men studied the *problem* of making better iron. 5. Soon a product was *formed* which we now call steel. 6. Great *heat* is needed to make steel. 7. The need for steel *led* to the building of blast furnaces. 8. Now steel is made in *several* places. 9. Pittsburgh is one great steel *area*. 10. It is also a great manufacturing *center*. 11. The *moving* of iron ore was a serious problem. 12. At first the ore was shipped by *canal*. 13. Later quantities were *being* shipped by railway. 14. Many a *ton* of steel goes into tools and machines. 15. Strong *chains* are used to drag logs from the forests. 16. Great spools of *wire* cable are sent from busy factories. 17. Steel is used in the *frame* of an automobile. 18. Your new *bicycle* contains some steel. 19. Have you seen a great steel *bridge* across a river? 20. High *office* buildings have a framework of steel.

Review Words. 1. Use this pencil *instead* of a pen. 2. The boys were *shining* up Father's car. 3. We saw many boxes of apples in the *orchard*. 4. A team of black horses pulled grandfather's *sleigh*. 5. What kind of pastime brings you most *pleasure*? 6. A *crowd* of boys and girls went to the park to coast. 7. They enjoyed *themselves* until they became too cold. 8. Then they said *good night* and went home.

LESSON 11

New Words. 1. Phil was *staying* in a cabin on an old pioneer trail. 2. The old trail was made more than *ninety* years ago. 3. Grandfather walked over it almost *eighty* years ago. 4. He could find his way now if he were *blind*. 5. Phil wished he were a *traveler* going to a pioneer home. 6. Times have *changed* since pioneer days. 7. He saw a farmer plowing with a *tractor*. 8. The pioneers had only horses for *power*. 9. A *machine* like a tractor had not been heard of. 10. The pioneers never saw a *gas* engine. 11. Most of their work was hand *labor*. 12. The products of *factory* labor were unknown. 13. From a hilltop, Phil could see two broad *highways*. 14. Our age is an age of *speed*. 15. Cars travel over the roads at *seventy* miles an hour. 16. The roads are as smooth as a city *pavement*. 17. They are brightly lighted by *electric* power. 18. The airplane travels even *faster* than the automobile. 19. It can *double* the speed of the fastest express. 20. The newest kind of *motor* runs quietly.

Review Words. 1. Our *automobile* needs new tires. 2. Can't you play a game that is less *noisy* than this one? 3. We burn coal in our *furnace*. 4. The new *bicycle* frames may be made of plastic. 5. These changes are *being* made now. 6. Julia missed one *problem* in the test. 7. We must learn to grow more food in a small *area*. 8. There are *several* new books on the table.

LESSON 13

New Words. 1. Gold had just been *discovered* in California. 2. Many young men joined the *rush* to the West. 3. The desire for gold spread through the country like a *fever*. 4. This desire has driven men almost *crazy*. 5. Henry had already *begun* to plan for the future. 6. He had thought of becoming a *sailor*. 7. Now he decided to *seek* his fortune in the West. 8. He had long wanted to follow the western *trail*. 9. Yet the thought of *leaving* home made

him sad. 10. With his *rifle* on his shoulder, he set out. 11. Henry carried a small *sum* of money in his leather purse. 12. He was careful to waste *none* of this money. 13. Henry had heard many *tales* about the desert country. 14. No one had told him of the *awful* storms. 15. In spite of these, Henry would *push* his way toward the coast. 16. He would not turn aside until he reached his *goal*. 17. Henry had no fear of *losing* his courage. 18. Soon his *spade* would be digging into the soil. 19. No *robber* would be able to frighten him. 20. He would *surely* return home with a purse full of gold.

Review Words. 1. When does the *parade* start? 2. That old man has an *honest* face. 3. A new *machine* has just been purchased. 4. Tom is learning to drive a *tractor*. 5. Frank's great-uncle is *ninety* years old. 6. We have a new *motor* in our automobile. 7. The *traveler* looked tired and dusty. 8. It is dangerous to fall on a hard *pavement*.

LESSON 14

New Words. 1. Once a young man got a job riding the pony *express*. 2. It was his *errand* to carry the mail. 3. He was *supposed* to get to the next station as soon as possible. 4. The pony-express riders did not *weigh* very much. 5. This young man weighed only one hundred twenty *pounds*. 6. At the *station* he received a bag of mail. 7. It would be exciting to ride across the lonely *plain*. 8. He had not gone far when the rain began to *pour*. 9. It came down in a *steady* torrent. 10. The streams began to *flood* their banks. 11. The young man continued to *press* on. 12. He would not fail to *deliver* the mail. 13. The next station was *fifteen* miles away. 14. The rider saw a dark figure *dodge* behind a tree. 15. He thought it might be a *thief*. 16. The young *hero* galloped on. 17. This rider became a famous *American*. 18. People learned to *address* him as Buffalo Bill. 19. The mail station today is a beautiful *post office*. 20. All Americans will long *remember* the pony express.

Review Words. 1. Father says it will *either* rain or snow. 2. James was called to the *telephone*. 3. The soldier will soon be *leaving* the camp. 4. Our team is not *losing* the game tonight. 5. You will *surely* visit us in our new home. 6. The hunter carried a *rifle*. 7. Have they *discovered* the cause of the explosion? 8. The bombing brought *awful* destruction to the city.

LESSON 15

New Words. 1. Someday you may decide to visit a *ranch.* 2. Any *cowboy* can tell you interesting stories. 3. They will be stories of real adventure, not *foolish* fairy tales. 4. The boys may show you how they brand the *calves.* 5. Sometimes a few cattle *drift* away from the others. 6. Then the cowboys must bring them back to the *herd.* 7. The cowboys do not permit *foul* play. 8. Perhaps a cattle thief is able to pick up a few *stray* calves. 9. He takes them *apart* from the herd and brands them. 10. He plans to *market* them as his own. 11. Later the thief may be found *buried* beneath some tree. 12. His *grave* will not be marked by a headstone. 13. In the late summer the *beef* cattle are taken to market. 14. Every ranch is very proud of its *stock.* 15. The cattle may be *driven* many miles to a city. 16. There are few railroads on the open *range.* 17. In the evening the cowboys may ask you to *join* them for dinner. 18. You will not forget the good meal for a long time *afterward.* 19. The boys are not *lonesome* for the city. 20. There is never a *dull* minute on the ranch.

Review Words. 1. The train *stopped* beyond the station. 2. The squirrel *dropped* a nut from the tree. 3. We saw the stranger *dodge* behind the barn. 4. A *thief* stole Ralph's new skates. 5. Jane is *supposed* to be here at six o'clock. 6. One ranch boy travels *fifteen* miles to school. 7. Many *pounds* of beef are marketed every year. 8. *American* mountain scenery is very beautiful.

LESSON 16

New Words. 1. The forest ranger received a *phone* call. 2. It was a *report* from headquarters. 3. He gave a swift *glance* across the valley. 4. The *ranger* saw some smoke on a distant mountain. 5. He knew it was his *business* to discover the fire. 6. He wanted to *protect* the forest. 7. He mounted his pony and pressed his spurs *against* its side. 8. The pony seemed to know its *duty.* 9. In an *instant* the ranger was dashing through the forest. 10. Soon he was hidden in the tall *timber.* 11. These trees would make the finest *lumber.* 12. If fire should destroy them, the ranger would share the *blame.* 13. You could tell this from his serious *manner.* 14. He did not want to see these trees burned to *stumps.* 15. If the fire became too great, it would be *useless* to try to stop it. 16. Then the forest would become a piece of *waste* land. 17. He

was glad the day was not *windy*. 18. Just then the ranger heard the roar of a *plane*. 19. Fire-fighting *parties* were on their way. 20. Such is the *reply* of the rangers in time of need.

Review Words. 1. A heavy rain *doesn't* always put out a forest fire. 2. The mountain was so steep we *couldn't* climb it. 3. Ruth found her doll *buried* in the leaves. 4. At the treasure hunt we were *driven* to an old barn. 5. The *calves* had strayed away from their mothers. 6. It was *lonesome* at the lake. 7. A *foul* odor came from the mouth of the old mine. 8. Harry's sister wants to *join* the Girl Scouts.

LESSON 17

New Words. 1. There are *national* parks in many states. 2. The *oldest* is Yellowstone National Park. 3. They are set *aside* for our pleasure. 4. Usually they are places of great *beauty*. 5. The *visitor* enjoys a fine vacation. 6. In some parks hot springs bubble and *boil*. 7. You can hear the *hiss* of escaping steam. 8. Foaming geysers spout through *openings* in the ground. 9. Father has seen water *leap* as high as a hundred feet. 10. If you go too near a geyser, you may get a *shower* bath. 11. Of *course* you know the water is sometimes very hot. 12. In one park human faces are carved on the *solid* rock of the mountain. 13. In the morning *mist* the faces look very strange. 14. As the sun comes up, you see them through a *purple* haze. 15. They are the faces of *mighty* men. 16. They give us a *feeling* of awe. 17. Our *guide* took us to our hotel. 18. He led us through a *narrow* valley. 19. Our *hotel* stood near a beautiful lake. 20. Did you hear what the guide was *saying*?

Review Words. 1. The judge had *climbed* many mountains. 2. An hour *passed* very quickly. 3. The officer warned *against* careless driving. 4. It causes *waste* of lives and property. 5. The speaker pointed out that *useless* spending is foolish. 6. His *manner* was courteous but firm. 7. Is *business* good in your town? 8. All *parties* must work for peace in the world.

LESSON 19

New Words. 1. In Mexico we saw Indian *women* making blankets. 2. They used yarn of *gay* colors. 3. Soon we met a farmer wearing a *blanket*. 4. It hung over one *shoulder*. 5. When we stopped, I gave Father a *gentle* hint. 6. I wanted to take a ride on a

donkey. 7. Mary wanted to buy a *colored* dress. 8. Mother asked her if she liked the pink and yellow *waists*. 9. Mexican girls wear *skirts* that are full and long. 10. Slacks are not *worn* by Mexican women. 11. We saw many things for *sale*. 12. Aunt Helen bought a large blue *jar*. 13. She has always been interested in *art*. 14. Mother bought a beautiful *vase*. 15. In the market there were *vegetables* and fruits of many colors. 16. The stalls were decorated with bunches of red and green *peppers*. 17. I bought a big pear for a *penny*. 18. I could have bought a small basketful for a *nickel*. 19. We ate lunch under a big *umbrella* by the roadside. 20. Each of us had a *bowl* of Mexican soup.

Review Words. 1. Frank had *breakfast* with me today. 2. He says that *maybe* he will go to college with me. 3. We are both interested in a *course* in engineering. 4. At the state college the colors are *purple* and gold. 5. I am the *oldest* child in our family. 6. Our family thinks that both boys and girls should know about *national* affairs. 7. Father was a *visitor* at the college last week. 8. A *guide* showed him all the places of interest.

LESSON 20

New Words. 1. Jack and his father *planned* a visit to South America. 2. They expect to go by boat and *return* by plane. 3. Jack's father has *ordered* tickets for the trip. 4. Jack is *hoping* to learn much about the southern continent. 5. Their first visit will be to the *countries* of the west coast. 6. Jack has read about the *cruel* treatment of the Indians by the early Spaniards. 7. The Indians had treasures of great *worth*. 8. Their gold and silver were valued at millions of *dollars*. 9. The Spaniards hoped to *capture* the Indian leaders. 10. One book told how Pizarro put an Inca chief to *death*. 11. Pizarro had *promised* to set him free. 12. After robbing the Indians, Pizarro made *slaves* of them. 13. The Spaniards *failed* to keep their promises. 14. Many *golden* jewels were buried by the Indians. 15. Because of the love of gold, much *blood* was shed. 16. Jack will visit the old Inca *palace*. 17. Here the sun once *shone* on statues of gold. 18. But the Incas were not *bold* enough to stand up against the Spaniards. 19. The old life and the new are *mixed* in Peru. 20. Jack kept his visit a *secret* from his friends.

Review Words. 1. Do you know *whose* money this is? 2. I did not *lose* any money. 3. Fred lost a *nickel* on his way to school.

4. I had a big *bowl* of soup for lunch. 5. We get fresh *vegetables* from our garden. 6. Have you seen the *colored* butterflies flying about? 7. A big butterfly lighted on Father's *shoulder*. 8. I like to walk under Mother's red *umbrella*.

LESSON 21

New Words. 1. Jack and his father visited the *capital* of Brazil. 2. They thought it was one of the *finest* cities they had seen. 3. Rio de Janeiro has a *truly* great harbor. 4. From a high mountain they had a *view* of the city. 5. The city was *spread* out along the shore. 6. They saw an ocean liner coming into the *bay*. 7. Every *sort* of boat was at anchor there. 8. There is room for the *biggest* battleship. 9. Everywhere *palm* trees cast their shadows. 10. In Brazil flowers *bloom* throughout the year. 11. Wide avenues *extend* into the distance. 12. The forests of Brazil *contain* strange animals. 13. The natives take sap from *rubber* trees. 14. The rubber is *shipped* to the United States. 15. We buy rubber from Brazil *although* we make some here. 16. Rubber is an important *product*. 17. Jack visited a plantation where coffee is *grown*. 18. He saw the coffee trees in *blossom*. 19. Jack wondered when the berries would *appear*. 20. The coffee berries look like *cherries*.

Review Words. 1. Jack has nearly a *thousand* cards and pictures of the trip. 2. He has many pictures of *coffee* plantations. 3. Long ago, Jack says, the natives were *cruel* to strangers. 4. He showed me a drawing of an Inca *palace*. 5. It had *secret* treasure rooms. 6. Jack *planned* to cross the mountains by plane. 7. Jack's friends want to visit the South American *countries*. 8. They will have to save their *dollars*.

LESSON 22

New Words. 1. Jack found that Argentina is *mostly* a great plain. 2. The country can *produce* great quantities of food. 3. The *level* plains provide pasture for many cattle. 4. An *owner* took Jack and his father over his ranch. 5. He added to their pleasure by *giving* them fine horses to ride. 6. Most of the *ranches* they visited had modern houses. 7. The guests enjoy every *comfort*. 8. Jack thought it was *queer* to find cold weather in July. 9. Their *warmest* days usually come in January. 10. The *climate* there is suited to farming. 11. In northern Argentina, Jack saw *lemon*

trees. 12. He learned that *orange* trees also grow there. 13. Jack and his father spent one *tenth* of their time in Argentina. 14. Argentina is a great *nation*. 15. Jack was *surprised* at the size of Buenos Aires. 16. Many of the people spoke the Spanish *language*. 17. Jack rested on the *marble* steps of a great building. 18. He saw women dressed in the *latest* fashion. 19. Across the street were people going to the *movies*. 20. Jack would *rather* live on a ranch than in the city.

Review Words. 1. Can you explain the seasons in different parts of the *earth*? 2. The *building* of a big city takes many years. 3. More things are *shipped* from New York than from Washington. 4. The capital's parks are *truly* beautiful. 5. One can get a good *view* of the city from the Washington monument. 6. The Lincoln and Washington monuments *appear* at either end of the Mall. 7. Cherry trees *blossom* early in the spring. 8. Washington is not centrally located, *although* it is our capital city.

LESSON 23

New Words. 1. Jack and his father continued their *journey* by a trip through the jungle. 2. They crossed a *muddy* river. 3. The people of the jungle will not *starve*. 4. Most of these people never see a *doctor*. 5. The native does not want a *pillow*. 6. He does not use a *sheet* on his bed. 7. The natives *bathe* in the muddy stream. 8. Sometimes they use a forest *pool*. 9. That native has a *spear* for hunting wild animals. 10. Jack's father smoked a *pipe* to keep the bugs away. 11. He carried a strong *knife* to cut the tangled vines. 12. The vines hung from *limbs* above the stream. 13. Jack heard *parrots* chattering in the forest. 14. He found a bright red *feather*. 15. Sometimes Jack could see but a short *distance* ahead. 16. The cry of a *beast* frightened him. 17. He does not like the *roar* of the wild animals. 18. He said it made his flesh *creep*. 19. Jack does not think he was *meant* to be an explorer. 20. The jungle is *perhaps* the hottest part of the earth.

Review Words. 1. A man was *putting* a tire on an old automobile. 2. The automobile had not been *running* well. 3. The man's *language* was hard to understand. 4. These countries *produce* many valuable crops. 5. Sometimes his car stops on a *level* road. 6. He was *surprised* that it climbed a steep hill. 7. He thinks his car is *queer*. 8. He doesn't know that the car has a queer *owner*.

LESSON 25

New Words. 1. A *blue jay* was flying through the trees. 2. An old cat was sitting beneath the *cedar* tree near by. 3. The cat was an unwelcome *stranger*. 4. The blue jay began to *scold*. 5. It was the *worst* scolding the old cat had ever heard. 6. She knew it would be a *mistake* to go too near. 7. She tried to hide *herself* under a bush. 8. Then the blue jay flew to the *lower* limb of the tree. 9. No cat will *bother* the blue jay's nest. 10. The blue jay is *master* of the woods. 11. A bluebird lives near the *meadow*. 12. The *male* is a beautiful bird. 13. His *breast* is a reddish color. 14. The catbird is a saucy *fellow*. 15. Some birds build nests of *loose* twigs. 16. The cry of some birds is like a *scream*. 17. What kind of *insect* is the bird eating? 18. Mary has a real *interest* in birds. 19. She is *taking* a course in bird study. 20. The subject is *indeed* an interesting one.

Review Words. 1. It is pleasant to sit near a *quiet* lake. 2. Frank's corn took first *prize* at the fair. 3. The tiger is a dangerous *beast*. 4. In the winter the *limbs* of the trees will be bare. 5. I hear a church bell in the *distance*. 6. The clerk knew what the children *meant*. 7. The boys like to *bathe* in the old swimming hole. 8. This storm is *perhaps* the last one of the winter.

LESSON 26

New Words. 1. James took a *hike* into the forest. 2. He *hadn't* gone far when he heard a noise. 3. A *beaver* was gnawing a small tree. 4. The animal had lifted his paws as if to *pray*. 5. James crawled nearer on hands and *knees*. 6. He saw something very *interesting*. 7. It was a *sight* he will not forget. 8. Many *gallons* of water were rushing through a small dam. 9. A rainstorm had made a *wreck* of the dam. 10. The beaver was trying to *mend* it. 11. He had to *haul* small logs into the stream. 12. Then he would *pile* them together. 13. He covered the logs with small *branches*. 14. The beaver knew how to *fasten* the branches in place. 15. Soon the *covering* was complete. 16. The beaver had *fixed* the break in the dam. 17. It was the *nearest* James had ever been to a beaver. 18. He knelt there *watching* the beaver for some time. 19. The beaver worked *awhile* and then disappeared in the water. 20. James will *explain* what he saw to his father.

Review Words. 1. Henry *hasn't* returned from camp. 2. It is *really* interesting to watch puppies. 3. The clover is blooming in the *meadow*. 4. What is your chief *interest* in school? 5. The blue jay has a white *breast*. 6. The flood is the *worst* we have had in years. 7. Will your mother *scold* if you are late? 8. Bob was swinging from the *loose* end of the rope.

LESSON 27

New Words. 1. A *mouse* stuck its head out of the crack. 2. Suddenly it ran *past* my chair. 3. Sometimes *ladies* are afraid of mice. 4. A tiny mouse should not *alarm* you. 5. Many bats are no *bigger* than a mouse. 6. Bats often live in *hollow* trees. 7. A bat *flies* only at night. 8. Its movements are *swift* and quiet. 9. It is a *fact* that bats are helpful. 10. The boys searched an old *cave* for bats. 11. It was *quite* dark inside the cave. 12. The boys *aren't* afraid of bats. 13. A sudden noise *caused* Ben to jump. 14. When Ben jumped, he almost bit his *tongue*. 15. The floor of the cave is *partly* under water. 16. Branches *form* a screen in front of the entrance. 17. Ned got a bad *scratch* on his arm. 18. The boys saw a *horrid* little creature. 19. Ben *guessed* it was a kind of snail. 20. It is quite *harmless*.

Review Words. 1. The sailor knew how to swim and did not *drown*. 2. The children helped to clean the *dirty* windows. 3. The teacher tried to *explain* each problem. 4. The children had fun *watching* the kittens play. 5. Olaf helped his father *haul* in the fishing nets. 6. Please *fasten* the door when you leave the house. 7. The boys *hadn't* eaten their breakfast. 8. Roller skating is an *interesting* sport.

LESSON 28

New Words. 1. Nuka was *fourteen* years old in December. 2. His father told him he might go hunting for *seal*. 3. Nuka's father has a big *canoe*. 4. Nuka and his father paddled to an *island*. 5. They *stole* quietly across the ice and snow. 6. Slowly Nuka and his father *crept* forward. 7. They moved forward in *single* file. 8. A white *screen* cut off the shadows. 9. Four seals were *lying* near the edge of the water. 10. Nuka was afraid the seals would *dive* into the water. 11. He did not want the animals to take *fright*.

12. The seals were *hardly* thirty feet away. 13. Nuka fired and a seal lay *dead*. 14. He *thus* had his first experience as a hunter. 15. Nuka had passed a good *test*. 16. They *drew* the dead seal across the snow to the canoe. 17. There was great excitement in Nuka's *voice*. 18. The seal will provide the family with food for at *least* a week. 19. Do you *suppose* Nuka would like your warm home? 20. *I've* never seen an Eskimo village.

Review Words. 1. A *hunter* called cheerfully to us. 2. It is pleasant to hear a friendly *hello*. 3. I got a small *scratch* while picking blackberries. 4. The *ladies* enjoyed a party on the lawn. 5. Fred went *past* our house on his new bicycle. 6. There *aren't* any parks on our street. 7. Mary is *quite* correct in her language. 8. In hot weather a dog's *tongue* hangs out.

LESSON 29

New Words. 1. Mr. Brown has a *habit* of keeping strange pets. 2. He found a baby chipmunk at the *base* of an old tree. 3. He was *certain* it would make a good pet for Susan. 4. He made a bed for the chipmunk in the *basement*. 5. Susan learned that her chipmunk had a *taste* for candy. 6. She gave him a piece of *chocolate* bar. 7. Soon he learned to eat *peanuts*. 8. When he was hungry, he would *stuff* his cheeks with nuts. 9. Sometimes Susan was afraid his cheeks would *burst*. 10. Susan liked to *amuse* her friends by feeding him. 11. When she fed him, his cheeks would begin to *swell*. 12. He would listen to Susan playing the *piano*. 13. His cry was an *odd* little sound. 14. Susan saw him *bury* some nuts in the yard. 15. She knew he was *saving* them for winter. 16. He did not think that Susan would *notice* him. 17. One *cloudy* day he went to look for nuts and did not return. 18. Susan did not *spare* any effort in looking for him. 19. Finally she *believed* he had gone to live with wild chipmunks. 20. She found almost a *quart* of nuts hidden in his burrow.

Review Words. 1. Most boys *believe* that a dog is the best pet. 2. We saw a gray *squirrel* racing across the yard. 3. *I've* never seen the ocean. 4. There are *fourteen* people in the transport plane. 5. A *single* eagle was soaring in the sky. 6. I *suppose* my cousin will not visit me this summer. 7. The boys enjoy *lying* on the sandy beach. 8. The Indians escaped across the river in a *canoe*.

LESSON 31

New Words. 1. This week Sam will take his *final* tests. 2. He wants a good report for the *term*. 3. Sam has not been *absent* all year. 4. His card shows that he was *tardy* only once. 5. Sam likes best to *recite* in history class. 6. He thinks it is the most interesting *subject* in school. 7. The *arithmetic* problems give Sam some trouble. 8. He would not *agree* that arithmetic is as interesting as history. 9. His geography outline is in his large *notebook*. 10. He will use the outline for *review*. 11. Sam passed his *examinations* with flying colors. 12. He made a *perfect* score in spelling. 13. Sam hardly *dared* to look at his arithmetic test. 14. He found that he *received* a good score. 15. Sometimes Sam gets into *mischief*. 16. He has a record of *polite* conduct. 17. School is out the *fifth* of June. 18. Sam wants to *attend* a summer camp. 19. He may go to one of the *larger* camps. 20. Sam will have fun *wherever* he goes.

Review Words. 1. Since the war, everyone has been interested in *geography*. 2. Mary has a *cute* little kitten. 3. No one *believed* the weather would be so cold. 4. It's almost *certain* to be warmer tomorrow. 5. Helen received a new *piano* as a birthday gift. 6. I like the *taste* of butterscotch candy. 7. Many children like *chocolate* fudge. 8. Larry's puppy sleeps in the *basement*.

LESSON 32

New Words. 1. Sam put everything in good *order*. 2. His *parents* smiled at his excitement. 3. On Saturday Sam mowed the *lawn*. 4. In the afternoon he offered to *weed* the garden. 5. Then he began to look for his *scout* equipment. 6. He packed his clothes with the *greatest* care. 7. He tied his yellow *handkerchief* about his neck. 8. The scoutmaster had urged Sam to *improve* his appearance. 9. The boys had great *respect* for their scoutmaster. 10. The boys obey *whenever* he speaks to them. 11. At two o'clock Sam was ready to *bid* his mother good-by. 12. The boys were to meet at the city *playground*. 13. Every *member* of the troop was to be there at three o'clock. 14. When the last boy arrived, they gave the troop *yell*. 15. The bus made a *circle* about the park. 16. It was their *aim* to reach camp before sundown. 17. The boys worked *harder* than ever before to pitch their tents. 18. Sam wanted to *prove* that he is a good scout. 19. You must take good care of *your-*

self when you are a scout. 20. That night the *gang* was asleep as soon as the lights were out.

Review Words. 1. It is fun to sail over the clear *smooth* water. 2. Have you heard the story of the *giant* Atlas? 3. The *final* test was a swim across the lake. 4. We are going to *review* our work in history. 5. The *mischief* maker often gets others into trouble. 6. Final *examinations* were given in May. 7. Skill in *arithmetic* is needed in business. 8. Sam *received* a merit badge from the scout master.

LESSON 33

New Words. 1. Living in camp was *unlike* anything Sam had ever done. 2. Care was taken to protect the boys' *health*. 3. A *guard* at the lake watched the boys swim. 4. Sam did not hear a *cough* during the whole week in camp. 5. Not one sore *throat* was reported to the scoutmaster. 6. The boys enjoyed eating at a *common* table. 7. Twice *daily* the camp had a quiet hour. 8. Then the boys read books or wrote to the *folks* at home. 9. Sometimes they had to sew *buttons* on their clothes. 10. Often the boys were allowed to *vote* on problems of camp life. 11. Everybody voted *except* the scoutmaster. 12. The boys liked being placed on their *honor*. 13. They had a *dislike* for any boy who did not obey camp rules cheerfully. 14. The scoutmaster thought the boys ate a large *amount* of food. 15. At night each boy *slept* on his own cot. 16. Sam's troop lived in a *cottage* near the lake. 17. The boys *breathe* the clear fresh air. 18. Everyone has the *proper* amount of sleep. 19. The boys are getting up very early *lately*. 20. They *haven't* time for all the things they want to do.

Review Words. 1. What great men were born in *February*? 2. The boys took turns in telling *stories*. 3. They sat in a *circle* around the burning logs. 4. One *scout* carved a dog on a block of wood. 5. The grass on our *lawn* is very green. 6. The hunter took *aim* and fired at the fox. 7. Sam's *parents* had a letter from camp today. 8. A scout's *handkerchief* serves many purposes.

LESSON 34

New Words. 1. Sam sometimes spent his quiet hour in the *library*. 2. He is learning to *value* good books. 3. At camp Sam reads *nature* stories. 4. He has found the answer to more than one important *question*. 5. Some books contain much *helpful* informa-

tion. 6. At home Sam gets books from the *public* library. 7. Now and then he likes to *rent* one from the bookstore. 8. There is a small *charge* for renting books. 9. Sam is *paying* for a book he just bought. 10. Many of the boys *borrow* books at the library. 11. Sam likes to keep a *copy* of a good book at hand. 12. The scoutmaster has a *file* of book lists. 13. Not all boys *happen* to like the same books. 14. One of the boys is teaching Sam to *pitch* a curved ball. 15. He is *certainly* excited about baseball. 16. After some practice, Sam could pitch without a *sign* of tiring. 17. He would rather be a pitcher than a *catcher*. 18. The captain gave him help in a *kindly* way. 19. Sam was *silent*, but his face glowed with pride. 20. If his pitching is *all right*, he can pitch for the team.

Review Words. 1. In the zoo there is a camel *thirty* years old. 2. A *camel* lives many years. 3. Keep your teeth clean by brushing them twice *daily*. 4. Sam's name was placed on the camp *honor* roll. 5. Sam cheered until his *throat* was hoarse. 6. Our city has *lately* built a swimming pool. 7. A family picnic in the park is a *common* sight. 8. If you *breathe* properly, you will feel better.

LESSON 35

New Words. 1. During the week there was just one *accident* in camp. 2. Most of the time the weather was *calm*. 3. One day a storm *suddenly* blew up. 4. Some of the boys *swam* a little distance into the lake. 5. Most of the boys *remembered* the safety rules. 6. The storm *quickly* changed the smooth surface of the water. 7. A little boy with *curly* hair was tossed about by the waves. 8. Sam plunged into the water and went *straight* toward him. 9. He got a *tight* grip on the little boy. 10. He pulled the boy back to shore as quickly as *possible*. 11. At school Sam had *studied* first aid. 12. He had been *shown* how to treat a drowning boy. 13. He placed his *sweater* on the sand. 14. He *laid* the boy on it face downward. 15. Then he *stretched* the boy's arms above his head. 16. By this time the camp *nurse* had arrived. 17. They gave the boy first *aid*. 18. When the little boy came to, the nurse helped him into warm *clothes*. 19. Soon the boy was sitting by the warm *blaze* of the fireplace. 20. The accident might have been much *worse*.

Review Words. 1. No exercise is better than *swimming*. 2. Never *tease* anyone who is swimming. 3. Waterwings may be *helpful* when you are learning to swim. 4. After the boys fell asleep, everything was *silent*. 5. Everything was *all right* when the scoutmaster

looked into the tent. 6. When a boy sleeps well, it is a *sign* he is tired. 7. We have a new *library* in our school. 8. The American people *certainly* believe in sending boys to camp.

HALF-YEARLY TESTS

TESTS FOR THE FIRST HALF YEAR

Test A

drill	navy	praise	example	deal
yarn	remember	soldier	wise	settlement
whistle	idle	arrest	laughed	hired
servant	quietly	acre	later	blind
newspapers	shout	kiss	finished	power
canal	market	weave	double	machine
following	being	bridge	stray	weigh
parties	mighty	begun	push	apart
moment	guide	deliver	American	report
crazy	rush	flood	timber	express

Test B

broad	flight	bless	battle	upper
healthy	army	tales	harm	dangerous
main	husband	darling	whisper	known
pride	speed	couple	spade	season
eighty	explore	traveler	bacon	gas
bicycle	empty	changed	eighteen	cash
faster	carpet	material	sailor	robber
openings	pleasant	range	useless	none
shower	fever	errand	buried	press
aside	alike	factory	rifle	visitor

TESTS FOR THE SECOND HALF YEAR

Test A

view	art	cruel	rubber	bathe
distance	limbs	secret	mostly	although
nickel	contain	sort	women	failed
sale	comfort	habit	pray	single
notice	alarm	covering	wreck	scratch
stole	peanuts	thus	branches	fasten
meadow	chocolate	worse	term	studied
clothes	silent	mischief	certainly	guard
yell	lawn	subject	public	calm
review	straight	sweater	nature	arithmetic

Test B

bowl	produce	feather	blanket	marble
grown	creep	lemon	doctor	warmest
rather	perhaps	product	starve	pillow
language	cedar	drew	mistake	aren't
fact	basement	ladies	awhile	interest
scream	amuse	stuff	certain	fright
I've	hollow	yourself	member	handkerchief
final	greatest	copy	aid	shown
bold	wherever	rent	dislike	except
cough	unlike	borrow	respect	scout

DICTATION SENTENCES FOR THE HALF-YEARLY TESTS

FIRST HALF YEAR. TEST A

1. The captain likes to *drill* his soldiers.
2. Gretchen used black *yarn* to mend her stockings.
3. Let's *whistle* a lively tune.
4. There was no *servant* in Betsy's home.
5. Few *newspapers* were printed in colonial times.
6. They dug a *canal* between the lake and the river.
7. The wolves were seen *following* the hunter.
8. The minuet was a favorite dance at colonial *parties*.
9. The cab should be here any *moment* now.
10. Do you ever have *crazy* dreams?
11. What is the biggest ship in our *navy*?
12. My grandmother can *remember* when horsecars were used on city streets.
13. The pioneer had few *idle* days.
14. Patience often sat *quietly* by the fireplace.
15. The *shout* of savages frightened the women.
16. A high fence was built behind the *market*.
17. The colonists learned not to mind *being* alone.
18. Sometimes the wind whistled through *mighty* trees.
19. An Indian *guide* directed us through the forest.
20. We could hear the *rush* of the water over the falls.
21. The captain never fails to *praise* a brave deed.
22. The *soldier* guarded the store of supplies.
23. The king sometimes demanded the *arrest* of an enemy.

24. It took many days to clear an *acre* of ground.
25. Betsy gave her doll a good-night *kiss*.
26. Every girl in the colony learned to *weave*.
27. The soldiers built a *bridge* across the river.
28. The Browns have *begun* to collect colonial furniture.
29. The grocery boy will *deliver* the meat.
30. The *flood* washed many homes down the river.
31. Washington set a good *example* for his soldiers.
32. The founders of our government were *wise*.
33. The children *laughed* merrily at the party.
34. The English came to America *later* than the Spaniards.
35. Gretchen had just *finished* a letter.
36. We needed a *double* blanket to keep warm.
37. Jim's dog Max never would *stray* far from home.
38. The steamer was used to *push* the big barges.
39. An *American* boat won the race.
40. Tall *timber* surrounded the cottage.
41. Penn knew how to *deal* with the Indians.
42. Jamestown is the oldest *settlement*.
43. The settlers never *hired* much work done.
44. The miner was made *blind* by the explosion.
45. The mill is run by water *power*.
46. The sewing *machine* was invented by a man named Howe.
47. The planter will *weigh* the tobacco before shipping it.
48. The farmhouses were far *apart*.
49. From the woods we heard the *report* of a rifle.
50. The colonists never saw a fast *express*.

FIRST HALF YEAR. TEST B

1. The farmer looked across his *broad* fields.
2. Betsy has two strong, *healthy* brothers.
3. Tobacco was the *main* crop in Virginia.
4. Patience took much *pride* in her sewing.
5. The pioneer lived *eighty* years in one cabin.
6. Betsy's brothers never saw a *bicycle*.
7. The first train did not travel *faster* than a good horse.
8. Sometimes there were *openings* in the cabin's roof.
9. The *shower* revived the drooping flowers.
10. We had to step *aside* to let the automobile pass.

11. At the firing of the gun the birds took *flight.*
12. Myles Standish had only a few men in his *army.*
13. The *husband* plowed the fields and cared for the animals.
14. Modern travel is noted for its *speed.*
15. The pioneer liked to *explore* new lands.
16. There were no *empty* barrels in the farmer's cellar.
17. The cabin had but one *carpet.*
18. Your home has very *pleasant* surroundings.
19. Impure drinking water caused typhoid *fever.*
20. Uncle John and Uncle James look much *alike.*
21. The country will *bless* its brave leaders.
22. Gretchen knew many old *tales* of the first settlers.
23. Polly was her father's *darling.*
24. The young *couple* built a cabin in the forest.
25. Mother invited the tired *traveler* to spend the night.
26. From my window I noticed that the wind had *changed.*
27. The rug was made from a coarse *material.*
28. Jim's pony came from the *range.*
29. He likes to ride the pony on an *errand.*
30. A *factory* once stood on that corner.
31. The pioneers fought a *battle* with the Indians.
32. The bear in the park did not *harm* the children.
33. While passing the house we spoke in a *whisper.*
34. The sound of a *spade* was heard.
35. This *bacon* came from hogs on the great plains.
36. The ranchman keeps *eighteen* riding horses on his ranch.
37. Every *sailor* is proud of his job.
38. The wounded man's arm was *useless.*
39. They *buried* the hunter beside the trail.
40. His *rifle* was buried with him.
41. Snow appeared on the *upper* part of the mountain.
42. A sleet storm made the driving *dangerous.*
43. The Indians followed a trail *known* only to themselves.
44. California has a long growing *season.*
45. Oklahoma has great *gas* and oil wells.
46. How much *cash* is in your bank?
47. The *robber* disappeared in the canyon.
48. We offered the stranger money but he would accept *none.*
49. After a night's rest the party will *press* forward.
50. The deer was an unexpected *visitor* at our camp.

SECOND HALF YEAR. TEST A

1. This mountain *view* is beautiful.
2. In the *distance* we saw a geyser.
3. Dick paid a *nickel* for this large orange.
4. The Indians held a *sale* under a large tent.
5. The Mexicans did not *notice* us as we passed by.
6. The blue jay *stole* the robin's nest.
7. The *meadow* is white with daisies.
8. Jack wore warm *clothes* that winter.
9. The Indian gave a *yell* and galloped away.
10. The President will *review* the parade from a stand.
11. Sarah is fond of Mexican *art.*
12. This donkey has strong *limbs.*
13. Our basket will *contain* food for two meals.
14. We found *comfort* in the shade of the tree.
15. The snake caused *alarm* among our party.
16. We saw *peanuts* growing in Virginia.
17. A cup of hot *chocolate* is refreshing.
18. The house was dark and *silent.*
19. The baby's play pen is on the *lawn.*
20. The road leads *straight* up the hill.
21. The savages were *cruel* to their captives.
22. The Indians hid their gold in a *secret* place.
23. The man wore a *sort* of cape over his shoulders.
24. Father is in the *habit* of walking to work.
25. Mother was *covering* the flowers.
26. It was *thus* that the discovery was made.
27. The hot sun was *worse* than the rain.
28. The monkey was up to some *mischief.*
29. Geography is an interesting *subject.*
30. Aunt Jane purchased a soft blue *sweater.*
31. We get some *rubber* from Brazil.
32. The days are *mostly* warm and sunny.
33. The purse was made by Mexican *women.*
34. The people will meet to *pray* for rain.
35. The storm made a *wreck* of the beaver's dam.
36. The birds were hidden behind the *branches.*
37. The governor was elected for a *term* of two years.
38. The thunderstorm *certainly* surprised us.

39. This is a beautiful *public* building.
40. We found the forest as *nature* had left it.
41. It was fun to *bathe* in the cool stream.
42. We enjoyed the trip, *although* it was very hot.
43. We *failed* to take our raincoats with us.
44. A *single* mountain rose above the others.
45. This *scratch* will not cause any trouble.
46. We will *fasten* the trailer behind the car.
47. The children *studied* their new books.
48. The ranger will *guard* the forest from fire.
49. The weather became *calm* after the storm.
50. Ted solved every *arithmetic* problem correctly.

SECOND HALF YEAR. TEST B

1. The Mexican *bowl* was a deep blue.
2. This coffee was *grown* in Brazil.
3. George has grown *rather* tall.
4. We did not understand the native's *language.*
5. Betty learned this *fact* about Argentina.
6. We heard the *scream* of a parrot.
7. *I've* learned to like Mexican food.
8. Friday will be the *final* day at school.
9. Some of their heroes were very *bold.*
10. The smoke from the fire caused the children to *cough.*
11. Argentina will continue to *produce* much meat.
12. Now and then the turtles *creep* out on the bank.
13. This canyon is *perhaps* a mile wide.
14. This tall *cedar* is more than a hundred years old.
15. Ned's pet squirrel has a nest in the *basement.*
16. The monkeys tried to *amuse* each other.
17. This owl has a nest in a *hollow* tree.
18. The Mississippi is our *greatest* river.
19. We saw interesting things *wherever* we went.
20. Betty's coat is *unlike* her Aunt Jane's.
21. The bird carried a *feather* to the nest.
22. Jack is fond of *lemon* pie.
23. An important *product* of Mexico is silver.
24. The artist *drew* a man's face on the rock.
25. The *ladies* could not climb the steep cliff.
26. The cloth in the Indian's coat was coarse *stuff.*

27. Did you see the whale *yourself*?
28. This picture is a *copy* of the one the artist painted.
29. The *rent* for our cottage is paid.
30. Bob does not like to *borrow* money.
31. This beautiful *blanket* was woven by hand.
32. The camp *doctor* gave Betty some medicine.
33. Forest animals sometimes *starve*.
34. It is a *mistake* to travel too fast.
35. After waiting *awhile* we crossed the bridge.
36. We were *certain* we saw a cabin ahead.
37. Jennie is the smallest *member* of our class.
38. Tom will *aid* the scoutmaster in building the fire.
39. The boys do not *dislike* any wild animals.
40. All true Americans *respect* the flag.
41. We climbed the *marble* steps to the building.
42. Father wore the *warmest* coat that he had.
43. Goose feathers make a very soft *pillow*.
44. There *aren't* any fish left in this pond.
45. The children now have a new *interest* in South America.
46. The deer jumped over the fence in *fright*.
47. This pretty *handkerchief* is a keepsake.
48. The boys were *shown* how to float on their backs.
49. None of the boys became ill *except* Frank.
50. The *scout* gave a signal by waving his flag.

IX. Teaching Aids for Grade Six

Grade Six introduces the child to an expanding vocabulary of useful words, teaches their meanings, and continues to refine the child's understanding of roots, prefixes, suffixes, homonyms, and synonyms. Further control is gained over the use of the dictionary, the rules taught in earlier grades are applied, and new rules are introduced. By the end of this grade the child has been thoroughly grounded in word study. He should have the habit of noting and fixing in his mind the similarities, differences, and peculiarities of word forms. At no stage in the teaching has a skill once introduced been allowed to lapse into disuse. By the end of this period the child has mastered approximately 2400 basic words and has developed the habits necessary to the mastery of new words as he meets them.

SPECIFIC SKILLS AND ABILITIES DEVELOPED IN GRADE SIX

The following analysis will give the teacher a complete view of the specific skills and abilities which are developed as a part of the spelling program for Grade Six. It will also help her in planning the lessons and in developing the unit themes which integrate spelling with the life and school activities of the pupil.

The analysis of specific learning items follows the textbook and workbook editions unit by unit. In order to facilitate reference to the pupil's book the number of the lesson or lessons in which each item is presented is given. Careful checking of both editions will show that the two are essentially the same. At times the emphasis upon specific skills is slightly different, but in both editions each new word is included in at least one Working with Words exercise. The same skills are practiced in both editions.

This analysis is designed to show the completeness of the program of word study, its continuity, and the repetition and distribution of essential skills. The teacher should compare this analysis with Working with Words in the daily lessons and plan to give adequate emphasis to each learning exercise.

Items only in the textbook edition are marked with a dagger (†). Those only in the workbook edition are marked with an asterisk (*). Items from the review exercises of the workbook edition are marked R. Those in both editions have no specific designation.

Unit I · Gifts from the Old World to the New

WORD ANALYSIS

Finding and hearing the common element in rhyme words: *loyal–royal*, 3†; *frown–crown*, 3†; *peeking–seeking*, 3†; *round–bound*, 5; *pie–tie*, 5; *royal–loyal*, 5; *exceed–agreed*, 5*

Recognizing the parts of compound words: *whatever*, *forever*, 4

WORD BUILDING

Reviewing the meaning of "syllable": 2

Reviewing the meaning of "suffix": 4

Adding or dropping an ending without changing the root word:

Adding *s*: 2†, 3*, 3 R, 4†, 5 R, 6*

Adding *es*: 2†, 3*

Adding and dropping *ed*: 4, 5, 5 R, 6
Adding and dropping *ing*: 4, 5†, 5 R, 6
Dropping *ly*: 5

Dropping final *e* before adding an ending:

Before *ed*: 2, 3†, 6
Before *ing*: 2, 6

Changing *y* to *i* before adding *ed* or *es*: *marry*, 6†
Forming singular and plural:

Reviewing the meaning of "singular" and "plural": 2†, 3*
Adding *s* and *es* to most words: 2†, 3*, 3 R, 4, 5 R, 6*
By changing a letter: *gentleman–gentlemen*, 3†

DEVELOPMENT OF MEANING

Reviewing the meaning of "homonym": 4
Using homonyms: *wholly–holy*, 4
Matching words and definitions: 1†, 3†, 5†, 6*

USE OF THE DICTIONARY

Writing words in alphabetical order: 1, 2, 3*, 4
Dividing words into syllables: 1, 2, 3, 3 R, 4*, 4 R, 6
Finding pronunciations: 1†, 3, 6†
Finding meanings: 3†, 4†, 5
Using two accents in one word: 6†
Placing accent marks: 6†
Identifying silent letters: silent *e*, 3, 5; *d* in *pledge*, *b* in *doubt*, and *g* in *foreign*, 5
Using the respelling of a word as a guide to pronunciation: 3

OTHER RELATED LANGUAGE–ARTS SKILLS

Improving handwriting: *u* and *n*, 4; *b*, *l*, and *f*, 5†

RULES AND GENERALIZATIONS

Most nouns form their plural by adding *s* or *es* to the singular: 2†, 3*

Many words add *ed* or *ing* without making any change in the root word: 6

Most words which end in silent *e* drop the *e* before adding *ed* or *ing*: 2, 6

Words which end in a consonant and *y* change *y* to *i* before adding *es* or *ed*: 6

USING THE SPELLING WORDS

Writing sentences: 3†, 4†, 5
Writing a specific word: 5

Unit II · Beyond the Earth

WORD ANALYSIS

Identifying letters and letter combinations:

Phonograms: *ea* in *heavens* and *eastern*, 7; *beneath*, 7†; *ea* and *ou* in *jealous*, 7 R; *ea* in *measure*, 8†, 9 R; *ur* in *surprised* and *measure*, 9 R; *ea* in *easily*, 11 R

Single letters: *c* as *s* and as *k*, 9 R

Finding and hearing the common element in rhyme words: *lying–dying*, 8†

Seeing small words in larger ones: *movement*, *differences*, and *gloomy*, 8†; *enjoying* and *upward*, 11

Recognizing the parts of compound words: *however* and *itself*, 8; *within* and *midnight*, 11

WORD BUILDING

Adding or dropping an ending without changing the root word:

Adding and dropping *s*: 7†, 8*, 9
Adding *ed*: 8, 10 R, 11†
Adding *ing*: 8, 10 R, 11†
Adding *ly*: 8, 8 R, 10, 11†, 12
Seeing the root word in *southern*, 8†
Adding *ful*: *delight*, 12†
Adding *er*: *foreign*, 7 R
Adding *less*: *motion*, 12*

Dropping final *e* before adding *ed* or *ing*: 8 R, 9†, 10 R
Changing *y* to *i* before adding *es* and *ed*: *deny*, 8
Adding the suffix *ly*:

Without changing the root word: 8, 8 R, 10, 11†, 12

Changing *y* to *i*: *easy*, *busy*, *happy*, and *merry*, 10; *easy* and *gloomy*, 12

Changing *le* to *ly*: *possible*, 10, 12; *simple*, 11†; *probable*, *simple*, and *horrible*, 12; *terrible*, 12*

Forming singular or plural by adding or dropping *s*: 7†, 9

DEVELOPMENT OF WORD MEANING

Learning the meaning of "synonym": 7

Recognizing synonyms: *under–beneath*, 7; *accurate–exact*, 7; *pleasure–delight*, 7

Finding two meanings: *record* and *design*, 7†; *record*, 12*

Distinguishing between the meanings of *invent* and *discover*: 12†

IMPROVEMENT OF PRONUNCIATION

average, *probably*, *camera*, 12; *lightning*, *length*, *film*, *regular*, *shepherds*, 12†; *eastern*, *arctic*, *science*, *system*, *curious*, 12*

USE OF THE DICTIONARY

Writing words in alphabetical order: 7*, 10

Writing words in syllables: 7, 9, 10

Finding pronunciations: 7†, 12

Finding meanings: 8, 10†, 11

Using guide words: 11

Marking the accented syllable: 7†, 12*

Recognizing first and second accented syllable: 7†, 12

Reviewing meaning of "vowel" and "consonant": 9

Reviewing long and short vowel sounds: 9

Marking vowel sounds: 9, 12

Identifying silent letters: final *e*, 9*, 11, 12

Understanding that a change in accent often accompanies a change in meaning: *record*, 7†, 12*

OTHER RELATED LANGUAGE-ARTS SKILLS

Improving handwriting: *m* and *n*, 8; *e*, *f*, *k*, and *l*, 10†; *g*, 12; *y*, 12*

RULES AND GENERALIZATIONS

Most words, except those which end in a consonant and *y* or in *le*, add the suffix *ly* without any change in the root word: 12

Words which end in a consonant and *y* usually change the *y* to *i* before adding *ly*: 12

Most words which end in *le* drop the *le* and add *ly*: 12

USING THE SPELLING WORDS

Writing sentences: 7†, 8†, 10†, 11 R, 12
Making sentences: 8†, 10†, 11
Filling in blanks: 8*
Copying sentences: 12†

Unit III · At the Museum

WORD ANALYSIS

Identifying letters and letter combinations:

Double consonants, selecting words having: 18

Phonograms: *al* in *metal*, 16; *ar* in *caterpillar*, 16; *ea* in *eagle*, *eager*, *creatures*, *repeat*, and *greatly*, 18; *ai* in *brains*, 18; *au* in *autumn*, 18; *ee* in *succeed*, 18†; *ie* in *hurried*, 18*; *ue* in *avenue*, 18*

Other letter combinations: *ern* in *western* and *northern*, 15 R; *ch* as *k* in *ache*, 17; *lay* in *delay*, 17

Single letters: sounds of *o*, 17

Finding and hearing the common element in rhyme words: *omit–admit*, 15†; *book–shook*, 17; *mount* and *fount* in *mountain* and *fountain*, 17; *flew–crew*, 18; *dodge–lodge*, 18; *seen–keen*, 18; *wraps–scraps*, 18; *page–stage*, 18; *stains–brains*, 18*

Seeing small words in larger ones: *forenoon*, 13†; *lifelike*, 14†; *postal* and *frighten*, 15; *growth*, *carefully*, and *twilight*, 16; *successful*, 16*; *greatly*, *thirsty*, and *addition*, 17; *disappointed*, 17*

Changing a letter or letters to make a new word: *ce* in *patience* to *t*, 13 R

WORD BUILDING

Adding or dropping an ending without changing the root word:
Adding and dropping *s* or *es*: 13†, 15†, 16, 17 R, 18†
Adding *ed*: 13†, 14†, 15 R, 16*, 17†, 18†
Adding *ing*: 13†, 18†
Adding and dropping *ly*: 13, 14†, 15 R, 17 R, 18

Dropping final *e* before adding an ending:
Before *ed*: 13†, 13 R, 15, 16, 16 R, 18†
Before *ing*: 13 R, 16†, 16 R, 18†

Changing *y* to *i* before adding an ending:
Before *ed*: *satisfy*, 16; *hurried*, 17
Before *es*: *enemy–enemies*, 14; *hurry*, 17*

Reviewing three ways to add *ly*: 18
Observing that the final consonant is doubled: *omitted*, 15
Forming plurals:
By adding *s*: 15†, 16, 17 R, 18†
By changing *y* to *i* and adding *es*: 14
By changing a letter or letters: *goose–geese*, 15

DEVELOPMENT OF WORD MEANING

Recognizing opposites: *southern–northern*, 14; *eastern–western*, 14
Finding two or more meanings: *principal*, 14 R; *sense* and *swallow*, 15†; *stage*, 16†
Differentiating between similar words: *advise–advice*, 17
Matching words and definitions: 14, 15, 16
Distinguishing between the meanings of *invent* and *discover*: 18*

USE OF THE DICTIONARY

Writing words in alphabetical order: 13*, 14, 18†
Writing words in syllables: 13, 14*, 15, 18
Finding pronunciations: 13, 15*, 17
Finding meanings: 13, 14 R, 15†, 16, 18*
Marking vowels: 14†, 14 R, 15, 18
Identifying silent letters: final *e*, 14†, 18
Recognizing sounds: *o* as ō, o͞o, ô, *u*̆, ŏ, 17; *ea* as ē or ā, 18; *ai* as ā, 18; *au* as ô, 18; *ee* as ē, 18†; *ie* as ĭ, 18*
Arranging words according to accent: 18†
Using two accent marks in a word: 18*

OTHER RELATED LANGUAGE-ARTS SKILLS

Improving handwriting: *m* and *n*, 13†; *d* and *a*, 16†; *r*, 18†
Writing contractions: *I'd*, 13†; *we'll*, 17
Using capital letters correctly: *Avenue* as part of a name, 17

RULES AND GENERALIZATIONS

Review of rules previously taught in this grade: 18
When you write the name of a particular avenue, use capital letters for the name: 17

USING THE SPELLING WORDS

Writing sentences: 14 R, 15†, 17, 18*
Making sentences: 16, 17†
Filling in blanks: 15*
Writing a specific word: 15†

Unit IV · Guardians of Our Safety

WORD ANALYSIS

Identifying letters and letter combinations:

Double consonants: *rr* in *error*, 19; *ss* in *message*, 19; *ff* in *difficult*, 19, 24; *nn* in *tunnel*, 19; *tt* in *lettuce*, 20*, 24*; *gg* in *baggage*, 22, 24*; *pp* in *slippery*, 22*, 24*; words containing *ss*, 24†; *ff* in *afford*, 24†; *ll* in *thrill* and *excellent*, 24*

Phonograms: *ei* in *freight*, 20; *ei* in *height* and *weight*, 22; *ea* in *meant*, 23 R; *ei* in *eighth*, 23 R

Consonant combinations: *st* in *stretch* and *steer*, 22†

Other letters and letter combinations: *erve* in *nerve* and *serve*, 19; *u* in *route* and *truck*, 22*

Finding and hearing the common element in rhyme words: *mob–job*, 19*; *wreck–check*, 19*

Seeing small words in larger ones: *signal* and *scenery*, 19*; *remind*, 21†; *sickness*, *someday*, and *passage*, 23†

Recognizing compound words: *headache*, 21; *someday*, 23*

WORD BUILDING

Adding or dropping an ending without changing the root word:
Adding and dropping *s* and *es*: 19†, 20, 20 R, 22 R, 23 R, 24
Adding and dropping *ed*: 19 R, 20†, 22, 23, 23 R
Adding *ing*: 19 R, 20†, 23†, 23 R
Dropping *ly*: 23†
Recognizing *ful*: *faithful*, *cheerful*, 20
Adding *ment*: *entertain*, *encourage*, 21†, 22 R
Adding *y*: *difficult*, 20 R
Adding *er*: *stretch*, 23 R
Recognizing *ess*: *hostess*, *poetess*, *lioness*, 24; *countess*, 24†

Dropping final *e* before adding an ending:
Before *ing*: 19 R, 23†, 24*
Before *ed*: 19 R

Changing *y* to *i* before adding an ending:

Before *es*: *duty*, 19†, 24; *grocery*, *memory*, *fancy*, and *worry*, 24

Changing *er* in *earlier* to *est*: 23

Learning to recognize *tion* as a suffix: 24†

Learning the meaning of "prefix": 24

Using the prefix: *im*, 24; *un*, 24*

Forming plurals:

By adding *s* or *es*: 19†, 20, 20 R, 22 R, 24

By changing *y* to *i* before *es*: 19†, 24

Forming possessive of singular words: *pilot*, *hostess*, *agent*, *passenger*, 21; *clerk*, 21†

DEVELOPMENT OF MEANING

Using homonyms: *fair–fare*, 22; *seen–scene*, 23

Recognizing opposites: *later–earlier*, 24; *easy–difficult*, 24; *discourage–encourage*, 24†; *true–false*, 24†; *sad–cheerful*, 24†; *success–failure*, 24*; *health–sickness*, 24*

Learning the meaning of the suffix *ess*: 24

Learning two meanings: *check* and *serve*, 19†; *uniform*, 20†; *service*, 21†

Matching words and definitions: 21

Distinguishing between words that are sometimes confused: *dessert–desert*, 24

IMPROVEMENT OF PRONUNCIATION

route, 22; *truck*, 22*; *favorite*, *gasoline*, *memory*, *envelope*, *slippery*, and *depot*, 24†

USE OF THE DICTIONARY

Writing words in alphabetical order: 22, 23*, 24†

Writing words in syllables: 19, 21, 22, 23, 24†

Finding pronunciation: 19, 22, 23, 24

Finding meanings: 19†, 20†, 21†, 23†, 24*

Placing accent mark correctly: 19, 21, 21 R, 22, 23*, 24†

Marking vowel sounds: 20†, 21 R, 22†

Using guide words: 19†, 20*

Identifying silent letters: *t* in *depot*, 19*; final *e*, 20†, 22†

OTHER RELATED LANGUAGE–ARTS SKILLS

Improving handwriting: *a* and *o*, 20; *f*, 22; *n* and *u*, 24
Writing contractions: *you're*, 23

RULES AND GENERALIZATIONS

Words which end in *ss* and *ch* add *es* instead of *s* to form the plural: 20, 24

In order to show ownership or possession add an apostrophe and *s* to a singular noun: 21

Words ending in a consonant and *y* change the *y* to *i* before adding *es*: 24

Words that end in final *e* drop the *e* before adding *ing*: 23†, 24*

Put *i* before *e* except after *c* or when sounded like *a* as in *neighbor* and *weigh*: *receive, weight, freight, eighth*; exception, *height*, 24

USING THE SPELLING WORDS

Writing sentences: 20†, 21 R, 22*, 23*, 24†
Making sentences: 19†, 21, 22†, 23†, 24†
Writing a specific word: 19†, 20, 22, 24*

Unit V · Leaders in the Sports World

WORD ANALYSIS

Identifying letters and letter combinations:

Double consonants: *tt* in *pattern*, 28; *nn* in *planning*, 28; *pp* in *happily*, 28; *rr* in *sorrow* and *worried*, 28

Double vowels: *ee* in *cheering*, 28

Phonograms: *ea* in *league*, 26†, 27 R; *ui* in *bruise*, 30; *ou* in *group, tournament*, and *tough*, 30; *ai* in *remainder* and *obtain*, 30; *ai* in *fairly*, 30†; *ea* in *easier*, 30†; *ou* in *serious*, 30†; *ie* in *worried*, 30*; *io* in *mention* and *decision*, 30*; *ue* in *rescue*, 30*

Other letters and letter combinations: *gh* in *tough*, 27†; *ed* as *t* in *forced*, 28†; *y* as long *i* in *style*, 28

Finding and hearing the common element in rhyme words: *blown–thrown*, 26; *cliff–stiff*, 26; *truck–struck*, 26; *point–joint*, 26; *rough–tough*, 27†; *flash–crash*, 28; *hating–skating*, 28†; *spicy–icy*, 28†; *fades–blades*, 28*; *tank–frank–rank*, 29

Seeing small words in larger ones: *touchdowns*, *therefore*, and *fairly*, 27; *mistaken*, 27*; *at* in *relatives*, *patient*, *natural*, *skating*, and *pattern*, 28†; *seventeen* and *sixth*, 29

WORD BUILDING

Adding or dropping an ending without changing the root word:

Adding and dropping *s*: 25†, 26 R, 28 R
Adding and dropping *ed*: 25 R, 29
Adding and dropping *ing*: 25†, 25 R, 29†
Adding and dropping *ly*: 26 R, 30
Adding *ful*: 25†

Dropping final *e* before adding an ending:

Before *ed*: 25 R, 29
Before *ing*: 25†, 29

Changing *y* to *i*:

Before *es*: *salary*, 27
Recognizing the root word: *forced*, *icy*, and *happily*, 28*; *satisfied*, 29; *using*, 29*

Doubling final consonant before adding *ing*: *winning*, *planning*, *running*, *begging*, *sitting*, *tagging*, and *getting*, 30; *letting*, *hitting*, and *putting*, 30*

Making words by adding more than one suffix or prefix to one root word: *success*, 30

Building words by use of prefixes: *un*, 29, 30

Forming plurals:

By adding *s*: 25†, 26 R, 28 R
By changing *y* to *i* before adding *es*: 27
By changing a letter: *gentleman–gentlemen*, 26

Forming the possessive of singular nouns: *athlete's* and *ghost's*, 27; *pitcher's*, *athlete's*, *gentleman's*, *manager's*, *umpire's*, 30; *company's*, 30*

DEVELOPMENT OF WORD MEANING

Recognizing opposites: *losing–winning*, 25†; *failure–success*, 25†; *harder–easier*, 25†

Learning two or more meanings: *object*, 26; *title*, 27; *patient*, 28†, 29 R

Matching words and definitions: 29

USE OF THE DICTIONARY

Writing words in alphabetical order: 25*, 26, 27, 28
Writing words in syllables: 25, 26†, 27, 28†, 29†
Finding pronunciation: 25, 26†, 27*, 28
Finding meaning: 25†, 27, 28†, 29 R
Using dictionary respelling as an aid to pronunciation: 26†, 27 R
Placing accent mark: 25*, 26, 29†
Marking vowel sounds: 27 R, 28 R, 29 R, 30
Identifying silent letters: *b* in *debt*, 26; *ue* in *league*, 26†, 27 R
Recognizing sounds: *ui* as o͞o, 30; *ou* as o͞o, o͝o, and u͝, 30; *ai* as ā, 30; *ai* as â, 30†; *ea* as ē, 30†; *ou* as u͝, 30†; *ie* as ĭ, 30*; *ue* as ū, 30*; *io* as u͝, 30*

OTHER RELATED LANGUAGE–ARTS SKILLS

Improving handwriting: *p*, 26
Writing contractions: *we've*, 27†

RULES AND GENERALIZATIONS

Words of one syllable which end in a single consonant preceded by a single vowel usually double the final consonant before adding *ed* or *ing*: 30

USING THE SPELLING WORDS

Filling in blanks: 30
Writing sentences: 25†, 26, 27, 27 R, 28†, 29 R
Making sentences: 25†, 27†
Writing a specific word: 25, 29

Unit VI · Duties of the Good Citizen

WORD ANALYSIS

Identifying letters and letter combinations:

Phonograms: *ai* in *bargain*, 33 R; *ie* in *niece*, 33 R; *ei* in *receiving* and *receipts*, 33 R; *ea* in *teasing* and *cheat*, 35; *ea* in *disease*, *teasing*, and *cleaner*, 36; *ai* in *bargain*, 36; *oa* in *loan* and *coarse*, 36; *ei* in *receipts*, 36; *oi* in *poison*, 36

Letters and letter combinations: *s* as *z* in *accuse*, 31†; two *a*'s in *grammar*, 33†

Finding and hearing the common element in rhyme words: *roof–proof*, 31; *beech–speech*, 31*; *moan–loan*, 32; *lift–thrift*, 32; *wax–tax*, *fuels–jewels*, *filling–willing*, *cleaning–meaning*, 33†; *loop–troop*, 35

Seeing small words in larger ones: *neither*, *governed*, *carelessly*, 31†; *unknown*, *national*, and *remainder*, 31 R; *elect* in *select* and *election*, 34; *repair*, *unhappy*, *cleaner*, and *offered*, 34*

WORD BUILDING

Adding or dropping an ending without changing the root word:

Adding *s*: 32 R, 33 R, 34 R, 36
Adding *es*: 31†, 36
Adding and dropping *ed*: 34†, 35†, 35 R, 36*
Adding *ing*: 36*
Adding and dropping *ly*: 32†, 35 R
Adding *er* and *est*: *strict*, 32 R
Adding *al*: *accident*, 35 R

Dropping final *e* before an ending:

Before adding *ed*: 31 R, 32, 35, 36*
Before adding *ing*: 31 R, 32, 35, 36*
Before adding *er*: *manufacture*, 32*

Changing *y* to *i*:

Before adding *es*: 32, 36
Recognizing root word: 32, 33*

Using prefixes: *un*, 33
Forming plurals: 31†, 32, 32 R, 33 R, 34 R, 36
Forming the possessive of singular nouns: *citizen*, *lawyer*, 31, 36; *officer*, 31; *judge*, 31, 36†; *governor*, 36

DEVELOPMENT OF WORD MEANING

Using homonyms: *coarse–course*, 35
Matching words and definitions: 33
Learning two meanings for a word: *sentence*, 31†; *stake*, *type*, and *yield*, 34†; *current*, 35†; *industry*, *social*, *permit*, *trial*, *type*, and *closing*, 36†
Distinguishing between meanings: *training–preparing*, 33†

IMPROVEMENT OF PRONUNCIATION

valuable, 32†; *union* and *unite*, 34; *govern*, *governor*, and *government*, 34†; *whom* and *humor*, 35

USE OF THE DICTIONARY

Writing words in alphabetical order: 32*, 33*, 34, 35
Writing words in syllables: 31, 32†, 33, 34†, 35
Finding pronunciations: 31, 32, 33, 35
Finding meanings: 31†, 32, 33, 34, 35†, 36
Marking vowel sounds: 31, 34 R
Placing accent mark: 33, 35
Identifying silent letter: final *e*, 31; *b* in *dumb*, 35
Learning sounds of vowel combinations: *ea* as ē, 36; *ei* as ē, 36; *ai* as ĭ, 36; *oa* as ō, 36; *oi* as oi, 36
Learning the derivation of *kindergarten*: 36

RULES AND GENERALIZATIONS

Review of rules for adding endings previously taught: 36
Review of *ei–ie* rule: *yield*, *neighborhood*, *receipts*, *receiving*; exception, *neither*, 36
Always capitalize words like *governor* and *judge* when they are used as titles and as part of the name of a particular person: 36
Summary of rules for forming plurals:

1. Most words add *s* to the root form without any change: 36
2. Words ending in *sh*, *ch*, *ss*, *x*, or *z* add *es* instead of *s*. For example, *bush–bushes*; *church–churches*; *hiss–hisses*; *box–boxes*; *buzz–buzzes*: 36
3. Words ending in a consonant and *y* change the *y* to *i* and add *es*. Words ending in a vowel and *y* simply add the *s*. For example, *party–parties*; *monkey–monkeys*: 36

OTHER RELATED LANGUAGE-ARTS SKILLS

Using capital letters for words that are part of a title: *governor*, *judge*, 36

USING THE SPELLING WORDS

Writing sentences: 32†, 33†, 34, 35, 36
Copying sentences: 36†

Making sentences: 31, 32, 33†, 34, 35 R
Writing a specific word: 34, 36*
Filling in blanks: 36*

DICTATION SENTENCES FOR THE WEEKLY LESSONS

LESSON 1

New Words. 1. Each year it is the *custom* of the Green family to take a trip. 2. They *seldom* go very far from home. 3. But one year Father said, "We really *owe* Greece and Rome a visit." 4. Ted liked best the ruins of an old *temple*. 5. There were broken pillars of marble at the *entrance*. 6. Just inside was the *statue* of a great statesman. 7. The Greeks used statues to *decorate* public buildings. 8. On one statue there was some writing in the Greek *alphabet*. 9. Ted has read the story of a *famous* Greek physician. 10. He hopes someday to study *medicine*. 11. Susan hopes to become a good *writer*. 12. Last year she won a *medal* in an essay contest. 13. In Rome the family visited a noted art *gallery*. 14. There they saw the statue of a Roman *poet*. 15. Some of his *poetry* was written on a marble tablet. 16. There are *copies* of this poem in some schoolbooks. 17. The family visited a famous outdoor *theater*. 18. In ancient times plays were *generally* given out of doors. 19. Often a play was given at the *command* of the emperor. 20. We find in our life today some *trace* of Greek customs.

LESSON 2

New Words. 1. The Roman Empire was once the most powerful on the *continent* of Europe. 2. The rulers wished to *conquer* other nations. 3. The Romans had a *special* ability to organize armies. 4. They conquered people in *distant* lands. 5. The new lands became a *division* of the empire. 6. Their *relation* to the empire was that of a colony. 7. The Romans were sometimes *terrible* in war, but they tried to rule justly. 8. The conquered people were given much *liberty*. 9. The Romans had a code of *justice* based on law. 10. Persons accused of crime were tried before a *court*. 11. We have a *desire* to improve our laws. 12. We want to *decide* each case fairly. 13. There are definite rules of law for those who *marry*. 14. The Greens found a *sample* of Roman writing on a tablet. 15. The words of this writing had been spoken at am emperor's *funeral*. 16. The tablet was an *ornament* in an art gallery. 17. It

was the custom of the Romans to *celebrate* a victory. 18. Ted wrote an interesting *paragraph* about this custom. 19. He plans to write a whole essay at his *earliest* opportunity. 20. He is studying the Roman form of *government.*

Review Words. 1. We made the *journey* in three days. 2. What a huge *chimney* that is! 3. Ted will keep *copies* of his best essays. 4. Last Friday his teacher gave a *theater* party. 5. He *seldom* comes to the city now. 6. Ted has learned that *medicine* had its beginning in Greece. 7. Pictures of ancient times *decorate* the classroom walls. 8. A statue of Washington stands at the *entrance* of the high school.

LESSON 3

New Words. 1. Years ago many men sought *adventure* in the New World. 2. Some of them came from *wealthy* families. 3. They called themselves *gentlemen.* 4. They dressed in the height of *fashion.* 5. It was the fashion to wear very high *collars.* 6. Some of the men were of noble *birth.* 7. They boasted *royal* blood in their veins. 8. A royal family lived in a large *castle.* 9. A king's children usually *married* some other king's children. 10. They were not usually allowed much *choice.* 11. There was a large *population* in some countries. 12. It was *becoming* difficult for all to find food and houses. 13. Between the countries there was a *boundary.* 14. The king sometimes wore his *crown.* 15. Some people crossed the sea and *settled* in America. 16. They left their homes not knowing when they would *arrive.* 17. These people sought *shelter* in a new world. 18. They were *seeking* freedom also. 19. Susan has just read an interesting *chapter* in her history. 20. It tells about the *progress* of our country.

Review Words. 1. Much ancient literature has been found in the old *library.* 2. Ted *received* much praise for his essay on Rome. 3. Our *earliest* system of laws came from the Romans. 4. It is our custom to *celebrate* certain days of the year. 5. Ted now has a *special* interest in geography. 6. He made a *division* of some souvenirs among his friends. 7. He has written another *paragraph* of his essay. 8. We celebrate the day Columbus discovered this *continent.*

LESSON 4

New Words. 1. The Greens visited a famous *chapel* in Europe. 2. Many years ago people had come there to *worship.* 3. The people

would pray and sing *hymns*. 4. The chapel was a *holy* place. 5. Early settlers brought their *religion* to America. 6. They were usually free to worship in the way they had *chosen*. 7. Both men and women often showed great *faith*. 8. The *minister* was an important man in the colony. 9. The people found comfort through *prayer*. 10. Their faith helped them *accept* hardship. 11. Everyone tried to be brave *whatever* happened. 12. If need be, the people would suffer *hunger*. 13. They were ready to face any *condition* of life. 14. Some things might seem *horrible* to them. 15. Some of the men received terrible *wounds*. 16. Many pioneers had left *comfortable* homes. 17. The people had to cut down trees to *erect* new homes. 18. These settlers became a mighty *force* in the world. 19. Ted likes to read stories of their *courage*. 20. His father says we should be *forever* grateful to pioneers.

Review Words. 1. These people have *traveled* far. 2. Some people like to stay *quietly* at home. 3. Other people like to cross every *boundary*. 4. Some early settlers were known as *gentlemen*. 5. By *birth* they belong to many countries. 6. Most of them came to America as a matter of *choice*. 7. There are people of many races in our *population*. 8. A cottage here pleases them more than a *castle* in some other land.

LESSON 5

New Words. 1. The American colonists had a great love of *freedom*. 2. The people were very *jealous* of their rights. 3. After a while the colonists broke the *tie* with Europe. 4. They did not want a *foreign* ruler. 5. We do not want to have any *dispute* about our rights. 6. No foreign power can *crush* our love of freedom. 7. We are ready to crush any *attempt* to conquer us. 8. Our people are ready to *pledge* their lives to be free. 9. American people are *loyal* to their country. 10. There is no *doubt* about their courage. 11. There is great freedom *allowed* in America. 12. We will allow no foreign power to *control* us. 13. The American colonists *agreed* upon one flag. 14. There were *thirteen* original colonies. 15. Our men are very brave even in a *fierce* battle. 16. The good citizen will give *support* to his country. 17. Our lawmakers must *consider* our rights. 18. They are *bound* by oath to give faithful service. 19. We *await* the day when all men shall be free. 20. We believe that freedom will *finally* come to all.

Review Words. 1. Ancient people *believed* that the earth was flat. 2. We think what we believe would *certainly* surprise them. 3. Some ancient people tried to *force* all people to think alike. 4. A few people considered themselves *chosen* leaders. 5. Everyone feels more *comfortable* when he is free. 6. Sometimes we cannot *accept* the beliefs of another. 7. Today there is great freedom in *religion*. 8. Generally a *minister* is allowed much freedom in preaching.

LESSON 7

New Words. 1. Do you sometimes study the *heavens* at night? 2. A *student* learns many interesting things. 3. We can take a picture of a star on a *film*. 4. A student takes *delight* in studying the stars. 5. Men of *science* try to learn new things about stars. 6. They try to *invent* new things to help them. 7. We can take a picture of a planet with a strong *camera*. 8. Years ago men found star groups of different *design*. 9. These men were *curious* about the stars. 10. At Christmastime we read the story of the *shepherds*. 11. The shepherds saw a very bright star in the *eastern* sky. 12. They told of hearing *angels* singing. 13. The shepherds traveled in the *direction* of the star. 14. Their journey ended *beneath* the star. 15. The stars can be of help in *traveling*. 16. It is possible to find an *exact* course by following the stars. 17. There are many cases of this kind on *record*. 18. Men will no doubt *continue* to study the heavens. 19. It is not easy to *imagine* how far away some stars are. 20. Some of our ideas are *altogether* unlike those of the ancients.

Review Words. 1. The boys spent last evening *studying* the heavens. 2. They know it is *possible* to learn a great deal. 3. The boys will *finally* know the names of many stars. 4. Were any of your ancestors born in a *foreign* land? 5. Some of the ancient peoples were *fierce* fighters. 6. Uncle Jim *allowed* us to use his telescope. 7. A *jealous* person is not a good friend. 8. Will you show us how to *control* the lens?

LESSON 8

New Words. 1. The children were sitting in the *shadow* of a big tree. 2. Some of the boys were talking about the *source* of light. 3. One boy *explained* some things about heat and light. 4. He had read about the earth's *movement* around the sun. 5. The children have learned how we got our *calendar*. 6. The rays of the sun are

most *direct* in summer. 7. We can feel the *effect* of the sun's rays. 8. It is warm in our *southern* states. 9. We use a thermometer to *measure* heat. 10. It shows us the *differences* in temperature. 11. We *regard* the sun as our source of energy. 12. Some people think the sun *itself* may wear out. 13. On a rainy day the sun's rays seem more *faint*. 14. Some people think the sun is a *dying* planet. 15. Many things, *however*, are not easy to prove. 16. This earth would be very *gloomy* without the sun. 17. Scientists say the sun has shone for over a *million* years. 18. They think it will keep shining far into the *future*. 19. If the sun should fail, it would *destroy* all life. 20. No one can *deny* that the sun is very useful.

Review Words. 1. What a *pleasure* it is to see the sun after days of rain! 2. Sometimes there is a *circle* of mist around the sun. 3. We are learning many things in our *science* class. 4. Some things are not *altogether* clear to us. 5. We cannot *imagine* a world without a sun. 6. One boy drew a *design* of a group of stars. 7. Scientists can measure the *exact* distance between the earth and sun. 8. Our class is *curious* to know more about the heavens.

LESSON 9

New Words. 1. Today we got a new *idea* about the earth. 2. The teacher explained the *motion* of the earth. 3. We learned that the earth travels very *rapidly*. 4. We spent our study *period* on this problem. 5. Diagrams were *drawn* on the blackboard. 6. We learned something about our solar *system* too. 7. Our earth is shaped like a *globe*. 8. Much of the earth's *surface* is covered with water. 9. The moon is a great *mass* of rock. 10. Scientists can study the *temperature* of the moon. 11. The moon *appeared* near to the earth as it rose from the sea. 12. The *length* of our science period increased with our interest in the subject. 13. One day we studied about *lightning*. 14. We learned that lightning can do much *damage*. 15. We know that *blizzards* can do damage, too. 16. The roar of the blizzard seems very *savage*. 17. Banks of snow *surround* the house. 18. We are going to *collect* storm charts. 19. We shall *probably* learn much about storms. 20. Our study of storms will be *continued*.

Review Words. 1. We were *surprised* by a storm on our way home. 2. We did not know *whether* to go on or seek shelter. 3. A large *calendar* hangs on the classroom wall. 4. We have learned about *differences* in temperature. 5. The heat of the sun is a *source*

of energy. 6. The sleet storm may *destroy* our trees. 7. Scientists know how to *measure* the distance to the sun. 8. The rain had a good *effect* on the growing corn.

LESSON 10

New Words. 1. Many things about Mars are a *puzzle* to us. 2. Our *knowledge* of the planet is just beginning. 3. Scientists have many investigations to *complete*. 4. People like *ourselves* may live on Mars. 5. Perhaps we shall someday fly *safely* to Mars. 6. Some magazine articles *describe* a rocket that might be used. 7. The *average* speed might frighten us. 8. We are not *likely* to go to Mars very soon. 9. Most people do not look *forward* to such a trip. 10. A telescope *clearly* shows the lines on Mars. 11. These lines are not *easily* explained. 12. They may *possibly* be canals. 13. We have learned that Mars has more than one *zone*. 14. One zone is probably an *arctic* region. 15. Its seasons are not as *regular* as ours. 16. Scientists believe that no *vessel* can sail on its seas. 17. No ship can anchor in any *harbor* there. 18. Frank has read an article about the *planet* Mars. 19. That is one *reason* why he came to school early today. 20. He finds it *necessary* to consult his teacher.

Review Words. 1. A *sailor* has a good chance to study the planets. 2. The *awful* loneliness of sea and sky is often terrifying. 3. Mars has *continued* to interest many people. 4. Venus *appeared* in the evening sky. 5. The sun and its planets make a solar *system*. 6. The stars seem to *surround* the earth at night. 7. There are several kinds of *lightning*. 8. The earth has existed for a long *period* of time.

LESSON 11

New Words. 1. Many people now turn their attention *upward* in a study of the stars and planets. 2. It requires *patience* to get knowledge. 3. The Boy Scouts sometimes study the sky at *midnight*. 4. It is *simply* impossible to see the whole sky at once. 5. There is a deep *silence* in some open spaces. 6. No sound is heard to *disturb* the silence. 7. A falling star makes a *flash* in the sky. 8. The boys think this is a *rare* sight. 9. The sky itself is like a high *ceiling*. 10. The *entire* troop stands watching the stars. 11. There is much to *attract* the attention. 12. There is nothing to *prevent* this quiet study. 13. The boys wonder about the *purpose* of the stars. 14. The Scouts will soon be *enjoying* a trip to the plan-

etarium. 15. This will be a great *event* to them. 16. There is a wonderful machine *within* the planetarium. 17. A musician will play soft music on the *organ*. 18. The machine will *commence* to turn upward. 19. In looking at the pictures, one hour is *equal* to a whole night. 20. This trip will not soon be *forgotten*.

Review Words. 1. The boys have prepared *themselves* by much reading. 2. We feel the trip will be made in perfect *safety*. 3. It is not like a trip to the *arctic* regions. 4. One can make the trip *easily* by train. 5. But it will be *necessary* to start early. 6. The boys may *possibly* stay overnight. 7. We should interest *ourselves* in the study of stars. 8. We shall try to *describe* our solar system.

LESSON 13

New Words. 1. Our class takes a field trip in the *autumn*. 2. Our *principal* thinks we learn much on a trip. 3. We do not *neglect* our studies. 4. We bring back much useful *information*. 5. Last year we *decided* to visit a forest. 6. Our teacher *arranged* the trip. 7. The pupils *furnish* their own lunches. 8. The forest was *located* ten miles away. 9. We reached the forest in the *forenoon*. 10. The boys were *especially* interested in the big trees. 11. A *crew* of men were cutting some logs. 12. We were hoping to see a beaver's *lodge*. 13. The class was *eager* to collect specimens. 14. We are to give a program in the school *auditorium*. 15. We do not want to *disappoint* our parents. 16. There will be an *exhibit* in the science room. 17. We want the room to look like a *museum*. 18. *I'd* like to see a live raccoon or beaver. 19. Jack has studied the habits of the *latter*. 20. We *gladly* go back to our studies after a trip.

Review Words. 1. The pupils *planned* the trip in advance. 2. Most schools *aren't* very near a forest. 3. It is our *purpose* to learn more about nature. 4. The teacher has much *patience* with the pupils. 5. We shall soon *commence* to mount our specimens. 6. A field trip is not soon *forgotten*. 7. The sky looked like a high *ceiling*. 8. The great machine turned *upward*.

LESSON 14

New Words. 1. The class was *interested* in the wild deer. 2. Deer are very *timid* animals. 3. They must guard themselves against *enemies*. 4. In *spite* of our care, they ran into the woods. 5. Perhaps the deer feared an *attack*. 6. Many wild animals *defend* them-

selves by hiding. 7. Some animals look upon man as an *enemy*. 8. We saw some beavers near a *swamp*. 9. It might *astonish* you to see them at work. 10. They seem to know *exactly* what to do. 11. There are many deer in *northern* forests. 12. There are only a few deer in our *sections*. 13. We were pleased to *discover* a beaver's lodge. 14. Near it was a deep *ditch*. 15. On the *western* side two beavers were at work. 16. Many animals eat the *tender* shoots of plants. 17. Some animals are *ugly* in appearance. 18. The *wolf* has a cruel look. 19. We are planning to have a *weekly* program. 20. Some stuffed animals are very *lifelike*.

Review Words. 1. Do you like to read *tales* about the woods and wild animals? 2. We hope no *thief* will steal our specimens. 3. We shall try not to *disappoint* our parents. 4. We are *especially* pleased with the specimens. 5. The *principal* has invited our parents. 6. Most of the parents have *decided* to come. 7. We have put *autumn* leaves around the room. 8. The *auditorium* looks very attractive.

LESSON 15

New Words. 1. We saw an *eagle* in a high oak tree. 2. We stopped to *admire* this great bird. 3. An *artist* could have painted the eagle's picture. 4. We must *admit* he is a powerful bird. 5. Here is a picture of the *bald* eagle. 6. A large bird can *frighten* smaller birds. 7. Some birds do not *require* much food. 8. A few *scraps* of meat are enough for a meal. 9. The eagle has *huge* wings. 10. We saw some *geese* near a small stream. 11. They flew to the *opposite* side of the stream. 12. One goose was about to *swallow* a fish. 13. Do you think he liked its *flavor*? 14. Geese have very small *brains*. 15. But they have *keen* eyes and ears. 16. These birds can quickly *sense* danger. 17. Anything *strange* makes them fear trouble. 18. We hope nothing was *omitted* in our essay. 19. We did not wish to *excite* the birds. 20. We have found a *postal* card of some cranes.

Review Words. 1. The eagle seemed *anxious* to fly away. 2. Perhaps he felt we had *mischief* in mind. 3. We hoped he would not think we were *enemies*. 4. We crossed the *swamp*. 5. Then we climbed the *western* slope. 6. The eagle can quickly *attack* a small rabbit. 7. We were *interested* in seeing some cranes. 8. We will mention these birds in our program on *northern* birds.

LESSON 16

New Words. 1. We are studying the *growth* of insects. 2. We have been *successful* in finding many insects. 3. Specimens must be *handled* with care. 4. The specimens are kept in *metal* boxes. 5. We like to *wander* through the fields. 6. We have *noticed* many kinds of insects. 7. We try to give each one its *correct* name. 8. It is easy to *injure* a butterfly's wings. 9. Butterflies' wings are like *satin*. 10. Many insects were not *fully* grown. 11. Some insects fly about at *twilight*. 12. Many wild *creatures* seek shelter at night. 13. The *caterpillar* does not look like the butterfly, does it? 14. It takes much food to *satisfy* some appetites. 15. Some birds need *merely* a few scraps. 16. We hope to *succeed* in finding some beetles. 17. We shall arrange our specimens *carefully*. 18. We hope soon to *repeat* our field trip. 19. Our teacher will *inspect* the exhibit. 20. The specimens will be placed on the *stage*.

Review Words. 1. We have been to see the *calves*. 2. Do fish *breathe* like other animals? 3. Many animals have a keen *sense* of smell. 4. John and Henry sit on *opposite* sides of the room. 5. Today we *omitted* some regular lessons. 6. We are going to mount some *strange* specimens today. 7. Many schools *require* the study of science. 8. We hope people will *admire* our exhibit.

LESSON 17

New Words. 1. We are *greatly* interested in fishes. 2. There is a pool and *fountain* in our museum. 3. We asked our teacher to *advise* us about a trip. 4. Our parents also gave us *advice*. 5. The guide *opened* the door of the museum. 6. There was no *delay* in going inside. 7. We hung our coats in a *closet*. 8. The pupils *hurried* up the stairs. 9. We were not *disappointed* in what we saw. 10. Very soon *we'll* plan another trip. 11. No one is allowed to *remove* a specimen. 12. We are going to learn how to *mount* a fish. 13. The guide did not know the *method*. 14. We went home on the *local* bus. 15. The bus *shook* a little on the way home. 16. We were tired and *thirsty*. 17. Tom's feet began to *ache*. 18. The bus goes along our *avenue*. 19. We liked this trip better than a *former* one. 20. There is now an *addition* to our exhibit.

Review Words. 1. This trip will be *remembered* for a long time. 2. These *buttons* need to be sewed on tighter. 3. The boys hope to *succeed* in learning to dive. 4. They were *successful* in learning to

swim. 5. The cold water will *satisfy* our thirst. 6. We should drive very *carefully* in a school zone. 7. The forest is filled with wild *creatures*. 8. Many useful things are made of *metal*.

LESSON 19

New Words. 1. The boys have been talking about a trainman's *duties*. 2. Sam wants to be an *engineer*. 3. Tom would like to be a *conductor*. 4. These men must learn every *signal*. 5. The conductor must *check* every order. 6. An *error* might cause a wreck. 7. Many *precious* lives might be lost. 8. People wait on a *platform* for the train. 9. The engineer has an important *job*. 10. A streamlined train is a great *invention*. 11. A fast train may be *difficult* to handle. 12. It takes *nerve* to run a fast train. 13. We saw a trainman with a *lantern*. 14. Sometimes a train runs through a dark *tunnel*. 15. The train will stop at the *depot*. 16. The engineer will *exercise* great care. 17. There will be no *failure* of duty. 18. Every *message* must be very clear. 19. Men on trains *serve* many people. 20. They have little time to enjoy the *scenery*.

Review Words. 1. There is a *guard* at the gate to the museum. 2. We have *lately* had good news from John. 3. Too much sun will make my head *ache*. 4. The principal will *advise* us about our studies. 5. Mother will not be *disappointed*. 6. Some men are building a *fountain* in the park. 7. Some foods seem to make us quite *thirsty*. 8. After the rain stopped, we *hurried* home.

LESSON 20

New Words. 1. We have a *splendid* market in our town. 2. We can buy *excellent* food in this market. 3. There is also a good *grocery* store in town. 4. The *butcher* takes good care of the meat. 5. He usually wears a white *uniform* at his work. 6. The market clerks are friendly and *cheerful*. 7. The meat is shipped to market by fast *freight*. 8. Vegetables are sometimes *rushed* by express. 9. Freight has lower *rates* than express. 10. There is some *expense* to all kinds of shipping. 11. Most everyone can now *afford* good food. 12. Sometimes we like a *sandwich* for lunch. 13. Fresh fruit makes a good *dessert*. 14. We can get good *tomatoes* at the market. 15. Mother often puts tomatoes in a *salad*. 16. Tomatoes are good served on crisp *lettuce*. 17. The men on trains are *faithful* workers. 18. A *tourist* can enjoy a trip. 19. Even a day *coach* may be very comfortable. 20. Jane likes to ride in the *parlor* car.

Review Words. 1. We have planted some *vegetables* in our garden. 2. Some of our foods are *shipped* a long way. 3. The grocer does not often make an *error* in a bill. 4. Our walk to the market gives us *exercise*. 5. Sometimes we have a *difficult* problem. 6. There are some *precious* stones in the museum. 7. Sam's father is a railroad *engineer*. 8. The men are digging a *tunnel* through the hill.

LESSON 21

New Words. 1. Jerry has been a *passenger* on an airplane. 2. His father helped him *purchase* his ticket. 3. There was a *clerk* at the desk. 4. The clerk told Jerry not to *worry*. 5. Everyone tried to *encourage* Jerry. 6. The ticket was in a small *envelope*. 7. The *pilot* came out to the plane. 8. The plane was *due* to leave in a few minutes. 9. There is a *thrill* in riding through the air. 10. A pleasant *hostess* greeted Jerry. 11. She showed him where to put his *parcels*. 12. The hostess tries to *entertain* the passengers. 13. Jerry had a *conversation* with her. 14. She will *remind* him to fasten his safety belt. 15. Jerry did not have a *headache* on the ride. 16. Everyone was pleased with the good *service*. 17. No one had any reason to *complain*. 18. There was no *fee* besides the fare. 19. The *agent* had checked all the baggage. 20. High up the air is *pure* and clear.

Review Words. 1. The plane was looked over for any *loose* part. 2. The plane seemed to travel in a *straight* line. 3. The passengers were given an *excellent* lunch. 4. Jerry enjoyed a whole-wheat *sandwich*. 5. It was served with *tomatoes* and lettuce. 6. Lunch was served at a small *expense*. 7. There was no *freight* on the plane. 8. Once people rode in a *coach* drawn by horses.

LESSON 22

New Words. 1. Dick is taking his *ninth* trip to see Uncle John. 2. Dick is Uncle John's *favorite* nephew. 3. The big bus was a streamlined *model*. 4. The driver took care of the *baggage*. 5. The tank was full of *gasoline*. 6. Dick paid his *fare* at the bus station. 7. They rode along a *cement* highway. 8. The bus went along a pleasant *route*. 9. Dick saw a long *stretch* of highway. 10. The driver passed every *truck* very carefully. 11. He took care not to make a *false* turn. 12. It is not easy to *steer* a big bus. 13. They came to a hill of great *height*. 14. At the foot of the hill was a piece of *slippery* pavement. 15. The driver made the *crossing* slowly. 16. The bus went up the hill as the driver *intended* it should. 17. Its

great *weight* kept it close to the roadway. 18. Dick got off at the *eighth* stop. 19. The miles of good road have cost a small *fortune*. 20. You will *search* far without finding a better road or driver.

Review Words. 1. It was *all right* for Dick to take the trip. 2. He had no worry about *losing* his ticket. 3. The ticket was in an *envelope*. 4. Uncle John will *encourage* Dick to study. 5. Mother has gone to *purchase* some groceries. 6. Dick will help Mother carry the *parcels*. 7. Mother is going to *entertain* some friends. 8. There is a gasoline *service* station near our home.

LESSON 23

New Words. 1. The Todd family took *passage* on a great liner. 2. They had planned the *voyage* for months. 3. They reached the *dock* early in the morning. 4. The harbor with its ships made a pretty *scene*. 5. The family *entered* their staterooms. 6. The rooms *contained* comfortable furniture. 7. This trip was going to be *exciting*. 8. The family found a *lively* crowd on deck. 9. George had no trouble keeping his *balance*. 10. There was a *hospital* on the ship. 11. The family hoped to avoid any *sickness*. 12. The captain was a man of *action*. 13. Mr. Todd asked if the family might go up on the bridge *someday*. 14. They were glad to *receive* the captain's permission. 15. The trip will someday be a pleasant *memory*. 16. The captain likes to *oblige* the passengers. 17. At a party, the people were dressed in *fancy* clothes. 18. Some of the clothes came from old *chests* in the captain's rooms. 19. If *you're* going on that ship, you must get up early. 20. You must have an *earlier* breakfast than usual.

Review Words. 1. By noon the ship was *ninety* miles from harbor. 2. The ship reached port on the *eighth* day. 3. George will have his *ninth* birthday next month. 4. The ship had traveled the northern *route*. 5. The Todds *meant* to get up early every day. 6. The *gasoline* engine needed repairs. 7. The family will visit their *favorite* cousins. 8. There is a long *stretch* of beach near the cousins' home.

LESSON 25

New Words. 1. The boys are interested in all kinds of *sports*. 2. A good game is a *topic* of great interest. 3. The boys look forward to seeing a good *contest*. 4. They are now learning to play *basketball*. 5. The *athletic* coach is directing them. 6. They *usually*

practice twice each week. 7. There will be a *tournament* in the spring. 8. One class will *compete* with another class. 9. There will be a small charge for *admission*. 10. Each boy wants to *excel* in some sport. 11. Practice makes the game seem *easier*. 12. Each class hopes for *success* in the game. 13. The boys must *prepare* their lessons before they play. 14. The coach will *insist* on fair play. 15. He will *inform* the boys what days they will practice. 16. Sports mean more than just *winning* games. 17. The coach tries to *promote* a sense of loyalty. 18. A good word from the coach is a *reward*. 19. The girls want to have a *tennis* club. 20. The principal plays *golf* in the summer.

Review Words. 1. Baseball is now the *chief* interest of our class. 2. These large apples have a good *taste*. 3. We are reading about the *voyage* of the Pilgrims. 4. Two new pupils have just *entered* the school. 5. There is a large *hospital* in our town. 6. Often *exciting* things happen there. 7. George goes on errands to *oblige* his mother. 8. Many nurses *receive* training in the hospital.

LESSON 26

New Words. 1. The boys have organized a baseball *league*. 2. Its *object* is to give each boy a chance to play. 3. There is a *manager* for each team. 4. Each team made a small *payment* toward the expenses. 5. The field is in the *central* part of town. 6. Bill Smith is the best *pitcher* in the league. 7. The boys can play a pretty *stiff* game. 8. One day there was a close *decision*. 9. The *umpire* called a strike on Bill. 10. Bill never loses his *temper*. 11. He thought the ball had been *thrown* too low. 12. Bill did not *display* any anger. 13. We all admire his calm *spirit*. 14. Bill always acts like a *gentleman*. 15. This was the first time Bill had *struck* out. 16. Bill tried to *retire* each batter in turn. 17. A fast ball injured a *joint* in his thumb. 18. Everyone felt *regret* when he could not play. 19. The league finished the season free from *debt*. 20. The teams have *separate* account books.

Review Words. 1. The boys were *sincerely* grateful to the coach. 2. The boys' suits are made of good *material*. 3. We are looking ahead to the *tournament*. 4. Everyone is interested in an *athletic* contest. 5. A prize will be given the *winning* team. 6. The boys *usually* get up early on the day of the game. 7. Tom thinks basketball is *easier* to play than tennis. 8. The league will make a small charge for *admission*.

LESSON 27

New Words. 1. Andy Brown is the best *athlete* in school. 2. He is a *handy* boy in any place. 3. Andy can play almost any *position*. 4. He made many *touchdowns* last year. 5. It takes *strength* to play football. 6. A boy must have *tough* muscles to play the game. 7. Andy seems to go down the field like a *ghost*. 8. He now has a *total* of thirty touchdowns. 9. Andy's team won the *title* last year. 10. Everyone is ready to *grant* him first place. 11. There is usually a leader in any *group*. 12. Andy is *noted* for his fair play. 13. He came through last year with hardly a *bruise*. 14. Everyone on the team tries to play *fairly*. 15. I'm sure that *we've* never seen Andy lose his temper. 16. There was *mention* of our team in the local paper. 17. If we're not *mistaken*, Andy will become a noted athlete. 18. We can all *profit* from our experience in school. 19. We should *therefore* try to do our best. 20. Some league players make a very good *salary*.

Review Words. 1. Fred took a *guest* to the tournament. 2. The price of admission was only a *nickel*. 3. The two teams were in the sixth-grade *league*. 4. There was a good *spirit* between the teams. 5. The umpire was fair in every *decision*. 6. We like our league *manager* very much. 7. The league is now out of *debt*. 8. The teams will keep their funds *separate*.

LESSON 28

New Words. 1. Many women have a *natural* liking for sports. 2. Americans have a high *standard* of living. 3. Both men and women give time and money to help in *cheering* the sick. 4. Women often *risk* their lives to help someone. 5. They often go to the *rescue* of a drowning person. 6. A nurse works hard to help each *patient*. 7. Jane is *planning* to be a nurse. 8. Mary is going to have *company* tomorrow. 9. The twins are going to a *skating* party. 10. Their suits are attractive and simple in *style*. 11. Mother has bought a *pattern* for a new dress. 12. There was a loud *crash* in the street. 13. We heard the boys laughing *happily* in the other room. 14. Our pond is an *icy* sheet this morning. 15. We are not *worried* about our examinations. 16. Are the *blades* of your skates clean and sharp? 17. The snow has been *swept* off by the wind. 18. No wind ever *forced* us to postpone a skating match. 19. Everyone would feel *sorrow* if today's match had to be given up. 20. Many of our *relatives* have planned to see the contest.

Review Words. 1. We hope to pass all our *examinations*. 2. We are just *beginning* to be interested in tennis. 3. Most everyone admires a good *athlete*. 4. A professional athlete often makes a good *salary*. 5. Did you know that *we've* won all our games this year? 6. It takes *strength* to be a good athlete. 7. Everyone likes to see a game won *fairly*. 8. At the party Ann was dressed like a *ghost*.

LESSON 29

New Words. 1. Our coach gave us a *frank* talk about fair play. 2. He called us together just after *practice*. 3. There were *seventeen* boys in the group. 4. Each boy had a *serious* look on his face. 5. The coach is not quite *satisfied* with our work. 6. Tom has had a slight *illness*. 7. The doctor says he will soon *recover*. 8. He will play on our team for the *remainder* of the year. 9. Some small boys play ball on a *vacant* lot. 10. Perhaps we can *manage* to play a better game. 11. Last year our team was in *sixth* place. 12. Yesterday we were *unable* to play because of the rain. 13. We hope for a *victory* in our next game. 14. John's *rank* in his examinations is good. 15. The teacher did not *refuse* Tom's request. 16. We are *using* a new baseball bat today. 17. John has a hard *task* before him. 18. He must *polish* and improve his pitching. 19. How can John *obtain* the best results? 20. Some noted athletes were once *unknown*.

Review Words. 1. We are proud of our team *although* they do not always win. 2. Joe has been a *patient* in the hospital. 3. He is our best *catcher*. 4. The boy's *relatives* go to see him every day. 5. Are they *worried* about him? 6. It is *natural* to worry somewhat when a boy is ill. 7. We are trying to improve our *style* in tennis. 8. The boys all work *happily* with their coach.

LESSON 31

New Words. 1. Everyone should try to be a good *citizen*. 2. All citizens must help to *provide* good communities. 3. We should offer to *assist* our neighbors. 4. We should not drive *carelessly* on the highway. 5. We should try to be fair in our *speech*. 6. The policeman is an *officer* of the law. 7. He must see that all are *governed* fairly. 8. A person may wrongly *accuse* another person. 9. Jane's father is a *lawyer*. 10. There is a very high wall around the *prison*. 11. No one can be put in prison without a *trial*. 12. The man's case will be tried before a *judge*. 13. There is a court in our

district. 14. There must be *proof* of a person's guilt. 15. After the trial, the judge will pass *sentence.* 16. If the man is not *guilty,* he will go free. 17. We look to our *police* for protection. 18. Their lack of watchfulness may *result* in danger to all. 19. There are *strict* laws about property rights. 20. We should *neither* disregard nor break the laws.

Review Words. 1. We have studied how our government was *formed.* 2. There are both *national* and state laws. 3. Many young people hope to *practice* law. 4. They must spend years in *serious* study. 5. We should not be too easily *satisfied* in our studies. 6. John's father was called to fill a *vacant* office. 7. Many rules of government are still *unknown* to us. 8. Let us study hard for the *remainder* of the term.

LESSON 32

New Words. 1. Our city is a small *manufacturing* center. 2. George's father owns a *hardware* store. 3. Bill's father is a *druggist.* 4. The boys often *exchange* ideas about their future. 5. Henry's brother works in one of the *factories.* 6. John thinks he would like to be a *grocer.* 7. Our factories *manufacture* clothing. 8. One important *article* of manufacture is children's dresses. 9. Manufacturing is the town's chief *industry.* 10. Last Saturday one *merchant* held a sale. 11. Many things were sold at a *bargain.* 12. Every *package* sold was delivered by the store. 13. Bill's mother bought him a new *outfit.* 14. The people are noted for their *thrift.* 15. Their *monthly* savings are large. 16. The banks' *receipts* have been increased. 17. They are *receiving* new accounts each week. 18. Sometimes a citizen desires a *loan.* 19. The town has had a *rapid* growth. 20. There is much *valuable* property in the town.

Review Words. 1. Mr. Brown has built up a good *business.* 2. A study of *arithmetic* is of help in business. 3. We keep a *strict* account of all class funds. 4. George is *neither* dull nor lazy. 5. It is the judge's duty to pass *sentence.* 6. The *judge* is very wise in his decisions. 7. He treats each *lawyer* with courtesy. 8. John will learn how to be a good *citizen.*

LESSON 33

New Words. 1. The Clark family believes in *education.* 2. Jimmy has just entered *kindergarten.* 3. Alice is going to *grammar* school.

4. Frank is a junior in the *high school.* 5. Mr. Clark's sister teaches in a *primary* school. 6. The town will vote on a new school *tax.* 7. The tax will not be a great *burden* to anyone. 8. The children want to go to *college.* 9. Frank shows much *promise* as a student. 10. He is now studying for an *examination.* 11. Frank says he is *preparing* to study law. 12. A lawyer should have a good *training.* 13. He should be encouraged to pursue his studies far *beyond* the elementary schools. 14. Jane will *remain* in high school for another year. 15. The Clarks certainly know the *meaning* of education. 16. The children are taught not to be *selfish.* 17. Mr. Clark says that education grows more *important* every year. 18. He is *willing* to help all the children. 19. He thinks learning is worth more than *jewels.* 20. A good *textbook* is a real aid to education.

Review Words. 1. Mary is visiting her little *niece.* 2. Her *nephew* is ten years old. 3. Frank has been *receiving* some birthday cards. 4. When bills are paid, *receipts* are given. 5. There is a *manufacturing* plant near the river. 6. There is much *valuable* property in our town. 7. Do you like to visit a *bargain* counter? 8. A local *merchant* is having a sale.

LESSON 34

New Words. 1. Our state has just held an *election.* 2. Its purpose was to *select* state officers. 3. Candidates were *offered* by each party. 4. Mr. Brown was a candidate for *governor.* 5. The people want leaders of a high *type.* 6. There has been a *demand* for better traffic rules. 7. There was one *fatal* accident last week. 8. No one wants to be the *unhappy* victim of an accident. 9. The voters are also demanding *cleaner* parks and recreation grounds. 10. The roads through the parks must be kept in *repair.* 11. Some parks are a *disgrace.* 12. We must try to prevent *disease.* 13. The reputation of the city is at *stake.* 14. We can *depend* upon Mr. Brown to do his duty. 15. The people will not *yield* in their demands. 16. They want to *elect* the very best man. 17. We should *unite* in working for our city. 18. We can do much more through *union.* 19. Mr. Brown *means* to govern the state well. 20. An honest and able governor *nowadays* is a valuable asset to any state.

Review Words. 1. Everyone should have a knowledge of *grammar.* 2. The *soldier* is studying Spanish. 3. We are preparing for our final *examination.* 4. Jane wants to be a *kindergarten* teacher. 5. The *primary* room had a valentine party. 6. The *English*

teacher is leaving today. 7. Frank's father played football in *college*. 8. The camel is a beast of *burden*.

LESSON 35

New Words. 1. The voters in our city have received an *invitation* to hear the mayor's speech. 2. The mayor will talk about *current* problems. 3. The city is *closing* our street for repairs. 4. We have *expected* this would happen. 5. The city will *permit* no traffic on the street. 6. Our city has a hospital for *dumb* animals. 7. In it all animals are treated with *kindness*. 8. A healthy animal is a delightful *playmate*. 9. We should be careful in handling *poison*. 10. A *coarse* voice is not pleasant. 11. We have been warned against *teasing* any animals. 12. John has a good sense of *humor*. 13. A good citizen does not *cheat* his neighbors. 14. Henry has just joined a scout *troop*. 15. The boys will receive good *social* training. 16. We try to *forgive* anyone who offends us. 17. John did not *pretend* to know all the rules. 18. A new family has moved into our *neighborhood*. 19. We should respect the officers *whom* we elect. 20. Politics should not *divide* a community.

Review Words. 1. We should try to prevent any *accident*. 2. The people have elected a new *governor*. 3. There is little *disease* in our city. 4. The river follows a winding *course*. 5. We hope our garden will *yield* a good crop. 6. Susan is going to learn to *type*. 7. There were no *fatal* accidents last year. 8. Mother will help us *select* Christmas cards.

HALF-YEARLY TESTS

TESTS FOR THE FIRST HALF YEAR

Test A

liberty	seldom	control	division	earliest
decide	destroy	system	clearly	strange
rare	lodge	exactly	closet	noticed
ugly	eager	hurried	attack	autumn
shook	imagine	ceiling	curious	prevent
erect	chosen	choice	married	wealthy
planet	marry	continent	gallery	fashion
blizzards	forgotten	eastern	possibly	temperature
creatures	twilight	fountain	disappoint	enemies
probably	source	swamp	injure	desire

Test B

custom	collars	poetry	temple	relation
scraps	regard	film	gloomy	million
beneath	enemy	remove	sense	require
method	interested	especially	auditorium	museum
midnight	ourselves	calendar	continued	adventure
horrible	religion	freedom	alphabet	medal
poet	castle	jealous	caterpillar	design
deny	vessel	attract	satin	merely
omitted	exhibit	western	likely	equal
idea	lifelike	doubt	prayer	reason

TESTS FOR THE SECOND HALF YEAR

Test A

nerve	fancy	faithful	failure	scenery
unknown	recover	voyage	pattern	natural
police	neither	assist	grocer	industry
governor	repair	merchant	proof	kindergarten
officer	stiff	joint	group	fairly
athlete	due	clerk	receive	passenger
lively	cheering	chests	crash	tournament
promote	winning	vacant	gentleman	current
closing	permit	beyond	remain	tennis
article	gasoline	complain	action	envelope

Test B

dessert	model	parcels	tourist	depot
retire	we've	tough	polish	illness
tax	high school	grammar	divide	kindness
sentence	district	guilty	valuable	manufacture
practice	pitcher	victory	compete	worried
earlier	precious	crossing	hostess	tomatoes
baggage	afford	splendid	service	expense
rank	manage	task	meaning	standard
height	salad	remind	oblige	exercise
ghost	salary	rapid	thrift	package

DICTATION SENTENCES FOR THE HALF-YEARLY TESTS

FIRST HALF YEAR. TEST A

1. The ancient Greeks loved *liberty*.
2. The school must *decide* on a plan for the war memorial.
3. In Italy Jack found a *rare* coin.
4. The wound left an *ugly* scar.
5. The dog *shook* the rain from his back.
6. This is a statue of a Roman soldier standing *erect*.
7. Which *planet* is nearest to the sun?
8. The western plains are often swept by *blizzards*.
9. Field mice are timid *creatures*.
10. The Browns will *probably* visit Europe next summer.
11. It *seldom* rains in the desert.
12. Did the rain *destroy* the bridge?
13. The beaver's *lodge* is near the edge of the lake.
14. The cub bears were *eager* for food.
15. The class tried to *imagine* they were in ancient Athens.
16. Greek leaders were *chosen* by popular vote.
17. The prince could not *marry* the serving maid.
18. Many Greek villages have been *forgotten*.
19. We started across the lake at *twilight*.
20. Roman law was the *source* of many of our laws.
21. The general never lost *control* of his temper.
22. Our school has a fine *system* for keeping records.
23. We arrived at the museum at *exactly* eleven o'clock.
24. The students *hurried* to catch the bus.
25. They saw beautiful paintings on the *ceiling* of the cathedral.
26. We were given our *choice* of visiting Venice or Rome.
27. The European *continent* is rich in art and scenery.
28. At this point the river takes an *eastern* course.
29. A beautiful *fountain* stood at the base of the monument.
30. The site of this city was once a *swamp*.
31. We are now studying the *division* of decimals.
32. The explanation was *clearly* made.
33. Father keeps his golf clubs in the *closet*.
34. They built high walls to save the city from *attack*.
35. We saw many *curious* things in a museum.
36. A noble usually *married* a lady from another noble family.
37. Crowds once sat in this *gallery* to watch duels.

38. We could not *possibly* visit every point of interest.
39. The mountain scenery did not *disappoint* anyone.
40. The rough travel did not *injure* our car.
41. The *earliest* train arrives at six o'clock.
42. The *strange* conduct of the pupils was now explained.
43. No one *noticed* the gathering clouds.
44. The mountain colors are at their best in *autumn.*
45. Thoughtful planning can *prevent* many travel accidents.
46. A *wealthy* noble once owned this mountain castle.
47. We sometimes copy the *fashion* of former years.
48. We liked the even *temperature* of the ocean resort.
49. The Romans often made friends of their *enemies.*
50. Bill's chief *desire* is to fly a plane.

FIRST HALF YEAR. TEST B

1. Lighted Christmas trees are a delightful *custom.*
2. Even tiny *scraps* of shiny paper look beautiful.
3. The chipmunks burrowed *beneath* an old wall.
4. Wild animals have a *method* of discovering danger.
5. The Eskimo sometimes sees the sun at *midnight.*
6. We do not like to hear of *horrible* accidents.
7. Homer was a famous Greek *poet.*
8. The prisoner did not *deny* his guilt.
9. The third page of the report was *omitted.*
10. The Greeks gave us an *idea* of democracy.
11. The high *collars* once worn by fashionable gentlemen must have been uncomfortable.
12. Modern scholars show much *regard* for ancient learning.
13. The bald eagle considered the boys his *enemy.*
14. Our class has become *interested* in stamp collecting.
15. We refreshed *ourselves* at a bubbling spring.
16. The Hebrew *religion* is an ancient one.
17. The old *castle* overlooked the River Rhine.
18. Great-grandmother crossed the ocean in a sailing *vessel.*
19. Bob made an *exhibit* of articles collected in Europe.
20. This picture of my grandmother is very *lifelike.*
21. Our class likes Longfellow's *poetry.*
22. We saw a *film* of jungle animals.
23. Our boys *remove* their hats on entering the building.

24. We like the story of Nathan Hale *especially* well.
25. Julius Caesar established a new *calendar*.
26. The Greeks waged many wars for *freedom*.
27. Jack's dog is *jealous* of the cat.
28. The peacock likes to *attract* other birds.
29. Bob made many friends on his *western* trip.
30. The man's story left no *doubt* in our minds.
31. The old *temple* stood in a lonely spot.
32. The *gloomy* weather did not spoil our trip.
33. While traveling we did not lose our *sense* of humor.
34. Our *auditorium* will seat a thousand people.
35. The rain *continued* throughout the night.
36. The Greeks had their own *alphabet*.
37. That lovely butterfly was once a *caterpillar*.
38. This piece of cloth is as smooth as *satin*.
39. It is not *likely* that we shall return tonight.
40. We listened to the minister's *prayer*.
41. Our language has some *relation* to both Greek and Latin.
42. A *million* people heard the radio broadcast.
43. The teacher will *require* a report on this book.
44. We saw many strange birds in the *museum*.
45. Climbing the mountain was quite an *adventure*.
46. This *medal* carries the image of Julius Caesar.
47. The Romans knew how to *design* fine highways.
48. The greatness of this city is *merely* a memory.
49. The river divides the city into *equal* parts.
50. Here we find one *reason* for its growth.

SECOND HALF YEAR. TEST A

1. The *nerve* in the tooth is destroyed.
2. The offender's name is *unknown*.
3. The *police* car is equipped with radio.
4. The *governor* invited our class to visit a council meeting.
5. The general is an *officer* of highest rank.
6. Red Grange was a famous college *athlete*.
7. The fish put up a *lively* fight.
8. The athletic club will *promote* sports of all kinds.
9. The janitor was just *closing* the school.
10. The teacher told us to read the first *article*.

11. We saw some *fancy* skating at the ice carnival.
12. The doctor said George would soon *recover*.
13. The hunters saw *neither* rabbits nor quail.
14. John will *repair* his bicycle on Saturday.
15. A *stiff* wind carried our boat out into the lake.
16. Money for our yearbook is *due* today.
17. Our team must have a big *cheering* section for the game.
18. This year we have a *winning* team.
19. Susan got a *permit* to see the nurse.
20. Jack has a *gasoline* motor on his boat.
21. The *faithful* dog remained by the side of his fallen master.
22. The *voyage* requires at least a week.
23. The girls will *assist* their teacher in grading the papers.
24. The *merchant* has an advertisement in our school paper.
25. Dick threw his knee out of *joint*.
26. The *clerk* sold Jack a pair of red trunks.
27. Susan's grandmother has two beautiful maple *chests*.
28. The boys are cutting the weeds from a *vacant* lot.
29. The town lies just *beyond* that mountain.
30. We sometimes *complain* when our lesson is hard.
31. Bill's careless habits led to *failure*.
32. Betty has a *pattern* for her new dress.
33. The *grocer* gave our class a basket of fruit.
34. This work is the *proof* for my arithmetic problem.
35. A *group* of students planted flowers on the lawn.
36. Frank did not *receive* his report until Friday.
37. We saw a plane *crash* into the hillside.
38. The *gentleman* helped the lady across the street.
39. The pilot must *remain* with his plane.
40. There was plenty of *action* at the swimming pool.
41. The *scenery* in this valley is beautiful.
42. The coach says Jack is a *natural* basketball player.
43. The making of pottery is the chief *industry* of our town.
44. Next year Jamie will go to *kindergarten*.
45. Our school wants to win its games *fairly*.
46. My uncle was a *passenger* on the streamlined train.
47. The *tournament* was held in our new gymnasium.
48. The swift *current* carried our boat down the stream.
49. Our new *tennis* court is nearly completed.
50. This *envelope* contains four tickets for the game.

SECOND HALF YEAR. TEST B

1. Mother made bread pudding for *dessert.*
2. The injury caused Fred to *retire* from the game.
3. Father never objects to paying the school *tax.*
4. We heard the judge *sentence* the prisoner.
5. We will *practice* our play at eight o'clock.
6. In winter the sun sets *earlier* than in the summer.
7. Father's *baggage* was left on the station platform.
8. Susan has the highest *rank* in our class.
9. This year Jack increased two inches in *height.*
10. The girls like to tell *ghost* stories.
11. This *model* plane flew for thirty minutes.
12. We'll return home when *we've* finished our training.
13. Sam will go to *high school* next year.
14. There are three steel mills in this *district.*
15. Sam was the best *pitcher* in the league.
16. A diamond is a *precious* stone.
17. The Browns cannot *afford* a trip this summer.
18. We have asked Bill to *manage* the team.
19. We enjoyed the fruit *salad* at our picnic.
20. The railroad engineer draws a good *salary.*
21. These *parcels* came through the morning mail.
22. We had a *tough* climb up the mountainside.
23. Mary likes to correct our *grammar.*
24. The jury declared the man to be *guilty.*
25. We celebrated the *victory* of our team.
26. Sometimes *crossing* our street is very difficult.
27. The leader of the drum corps has a *splendid* new uniform.
28. Solving all those problems was not an easy *task.*
29. Mother likes to *remind* us when it is bedtime.
30. The boys have made *rapid* progress with their skating.
31. This *tourist* camp has running water.
32. Bill does not like to *polish* his shoes.
33. The girls will *divide* the cake among themselves.
34. Sam was voted the most *valuable* player on our team.
35. He likes to *compete* in two or three sports.
36. Susan's mother is a pleasant *hostess.*
37. Lincoln rendered great *service* to his country.
38. The *meaning* of the sentence is clear.

39. The boys will *oblige* us by cleaning the blackboards.
40. Our class is learning *thrift* at school.
41. We met Father and Mother at the *depot.*
42. George's *illness* prevented his playing baseball.
43. The judge showed great *kindness* to the boys.
44. Our new factory will *manufacture* nylon.
45. The boys looked *worried* before the game.
46. We will use these *tomatoes* for salad.
47. We divided the *expense* of the picnic among us.
48. Mary sets a good *standard* as a student.
49. We like to *exercise* at recess time.
50. Jim placed the *package* on the teacher's desk.

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